



**EL CAMINO REAL**

**CHARTER HIGH SCHOOL**

**Charter Renewal Petition  
For a Five Year Term  
(July 1, 2021 to June 30, 2026)**

**Submitted September 15, 2020 to:**

**Los Angeles Unified School District  
Board of Education**

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## AFFIRMATIONS AND ASSURANCES

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El Camino Real Charter High School (also referred to herein as “El Camino Real,” “ECRCHS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

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## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)*

### LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

### ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

## **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

## **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

## **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the

administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

## **GENERAL INFORMATION**

### **1. General Information Table**

<b><u>GENERAL INFORMATION</u></b>	
The contact person for the Charter School is:	David Hussey, Executive Director
The contact address for the Charter School is:	5440 Valley Circle Boulevard Woodland Hills, CA 91367
The contact phone number for the Charter School is:	818-595-7500
The current address of the Charter School is:	5440 Valley Circle Boulevard Woodland Hills, CA 91367 (Main Campus)  7401 Shoup Avenue West Hills, CA 91307 (Independent Study Program Campus)



This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	NW
The grade configuration of the Charter School is:	9-12
The number of students in the first year will be:	3,626
The grade level(s) of the students in the first year will be:	9-12
The Charter School's scheduled first day of instruction in 2021-2022:	August 9, 2021 (tentative)
The enrollment capacity:	3,800
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for the Charter School will be:	7:00 a.m. - 3:14 p.m.
The term of this Charter for Middle and High performing schools:	July 1, 2021- June 30, 2026

## COMMUNITY NEED FOR CHARTER SCHOOL

### 2. School Performance Over the Current Charter Term and Renewal Criteria

Since converting to a charter school in 2011, ECRCHS has continued a long tradition of excellence in public education, as well as implemented changes that have enhanced the high school experience for its students and provided the community with a premier public high school option.

ECRCHS is proud of the accomplishments of its students. Below are some highlights of awards and recognition ECRCHS students and the Charter School have achieved since the last charter renewal, followed by highlights of the Charter School's academic programs, outcomes, and operational changes over the current charter term.

- ECRCHS' U.S. Academic Decathlon team, composed of nine students each year, holds a record 12 State Championship titles and eight National Championship titles, **the most of any school in the nation**. The team's most recent national victory was in 2018. In 2020, ECRCHS placed first in state and was ranked number one in the nation but was unable to compete for the national title due to COVID-19. Additionally, ECRCHS won four online national championships, most recently in 2019.
- The National Merit Scholarship Corporation recognized 12 students from the ECRCHS Class of 2019 as National Merit Commended Scholars.
- In 2019, seven ECRCHS students were recognized by the College Board's National Hispanic Recognition Program.
- ECRCHS' STEAM program has been re-envisioned to meet the growing needs of our student population. The STEAM program will offer university-like concentrations, at a high school level, to inspire students to pursue STEAM-related majors and career pathways. Although it is in its design phase, the STEAM program will likely follow a school-within-a-school model where students take coursework that specializes in a common curricular theme, ranging from computer science and engineering to medical and environmental sciences. The STEAM

program's newest courses include Innovations in Green Technology, Introduction to Engineering Design, Principles of Biomedical Engineering, Video Game Design, and Digital Media. More STEAM will be added during the coming charter term.

- The Robotics Club fosters an inclusive and student-centered STEAM program led by student leadership and mentored by STEAM teachers. Students design, build, and program robots from scratch each year that compete in head to head challenges against robots from around the world. In the last two years alone, ECRCHS' Robotics Club has won over twenty awards, including over half a dozen tournament champions awards. Four teams have qualified for state championships, and one team competed at world championships. In addition to building strong technical skills, Robotics Club students also learn many important soft skills, including teamwork, communication and negotiation. Students who participate in this program gain skills that will help them to become leaders in their communities.
- Camerata and Women's Choir received ratings of Superior at their most recent Southern California Vocal Association festival, and placed 4th and 3rd respectively in their competition last fall out of approximately 15 schools. These groups are invited to participate in the High School Honor Choir Festival with the LA Master Chorale at Walt Disney Concert Hall every May. In the spring of 2019, they were invited to sing at Grace Cathedral in San Francisco, and in the spring of 2020, they were invited to sing at Carnegie Hall.
- ECRCHS' Advanced Orchestra is offered to all students in 9th-12th grade. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music and orchestral literature. ECRCHS' Advanced Orchestra, having doubled in size over previous years, now plays in a variety of locations and festivals, including the Walt Disney Concert Hall, Disneyland, Six Flags, and SCSBOA festivals.
- ECRCHS' Jazz Ensembles consist of 2 traditional big bands with the opportunity for small group/combo experience. Each ensemble experiences a variety of repertoire of jazz styles from 1900 to today, including swing, funk, be-bop, Latin and rock. Both jazz ensembles perform in a variety of concerts and festivals including Westlake Jazz Festival, Newbury Park Jazz Festival, Jazz at the Ranch, Canyon Jazz Festival.
- ECRCHS' marching band proudly performs at all home and away football games, community events, parades, and SCSBOA band competitions. A contemporary show style marching band, members learn new music and new routines for each home game during the season. Marching Band begins in July with rehearsals from 9am-5pm in preparation for the fall competitive season which begins in early September. ECRCHS' marching band has placed 4th in SCSBOA Championships in 2018 out of 52 groups and placed 7th in the 2A division in 2019 out of 56 bands. The group continues to grow in size and is becoming more and more competitive in Southern California each year.
- ECRCHS boasts a well-respected curriculum and extracurricular program in communication and the arts. Students have brought home numerous awards from the Fall and Spring National High School Journalism Conventions, including "Best of Show" for the Charter School's reality television show *El Camino Reality*. This show was started by Careers in Entertainment Academy (CEA) faculty in 2012. It is produced every two weeks and provides over 30 students with experience in broadcast journalism, sports journalism, video production, audio production, news writing, and editing.
- ECRCHS' Speech and Debate Team attends many local tournaments and travels to major tournaments around the country. Since conversion to a charter school, ECRCHS has sent many students each year to state and national speech and debate championships. This extracurricular activity propels students to develop critical skills in public speaking, research,

writing, creativity, and professionalism. ECRCHS's Speech and Debate Team students have gone on to pursue careers in law, journalism, business, and acting.

- ECRCHS' Drama Program participates in numerous festivals and competitions, including the Fall Festival and Shakespeare Festival organized by the Drama Teacher's Association of Southern California (DTASC). In 2019-2020, the ECRCHS Drama Team was awarded third place overall at the DTASC Fall Festival JV division and third place overall in the Varsity division. Unfortunately, the DTASC Shakespeare Festival in the spring was canceled due to the COVID-19 pandemic. The Charter School's Drama Program is known for creating performances that speak to current events and issues of interest to the students.
- ECRCHS continues its long tradition of excellence in athletics. ECRCHS won five Los Angeles City CIF Championships in 2014-2015: Boys' Soccer, Girls' Soccer, Baseball, Wrestling, and Boys' Cross Country. Since 2011, ECRCHS has won 25 Los Angeles City CIF Championships. Currently, ECRCHS has 99 Los Angeles CIF Championships in the top division and 106 overall, including one State CIF Championship. In addition, Boys' Soccer (2009), Girls' Soccer (2013), and Girls' Volleyball (2018) were the SoCal CIF Regional Champions. Girls' Soccer was the 2013 MaxPreps National Ranking Champion. Softball won in 2019 and Boys' Soccer won in 2020 and remain the defending CIF-LA champions. ECRCHS has won at least one LA City Championship every year since 1977 (except in 1986).
- The Dance Guard team has won gold medals in two Winter Guard Association of Southern California Championships.
- ECRCHS founded a Step Team in 2017, and within a short time the Step Team began successfully competing in competitions. It received 1<sup>st</sup> place at the 2019 West Coast National Step Competition in Las Vegas, NV, and 2<sup>nd</sup> place at the 2020 Best of the Bay Step Competition in Oakland, CA
- ECRCHS considers sustainability an integral part of the curriculum. In 2014, ECRCHS installed two electric vehicle charging stations on campus, and is currently the only K-12 school in the nation to become a partner in the U.S. Department of Energy's Workplace Charging Challenge. ECRCHS has also planned other academic programs and events that focus on sustainability. ECRCHS continues to hold its annual Earth Day Festival, which first began in 2014. As part of the Earth Day Festival, students are encouraged to submit artwork and poetry inspired by their surrounding environment and conservation efforts. The Charter School has implemented a Sustainability Documentary Series that exposes students to films focused on current environmental, social, and economic issues and aims to spark discussion and encourage students to search for innovative solutions to the world's most pressing problems.
- As part of the Charter School's focus on cultural proficiency, ECRCHS encourages students and staff to advocate for social justice and civic issues. For the past two years, the Howard Group has presented on a variety of topics, including Anti-Blackness, Building Positive Relationships, and Trauma Informed Instruction, to help the faculty understand and better serve the diverse populations they are working with.

Beyond these impressive achievements by individual students and groups of students at ECRCHS, the post-conversion benefits of increased autonomy and flexibility have continued to positively impact curriculum development, hiring practices, school performance, and the overall school program. Of particular note:

- Since conversion to a charter school, ECRCHS' graduation rate has steadily increased from 79.8% in 2011 to 94% in 2019 (the most recently reported data by the CDE).

- SBAC scores in both ELA and Mathematics have remained stable over the past several years. In 2017, 2018, and 2019, 59% of ECRCHS students met or exceeded standards assessed in ELA. In 2018 and 2019, 41% of ECRCHS students met or exceeded the standards assessed in math.

The following tables illustrate SBAC results for the prior three years in which statewide testing was administered.

<u>ELA SBAC By Subgroup</u>	2017	2018	2019
School-wide	59%	59%	59%
Black or African American	43%	41%	38%
Asian	67%	71%	73%
Filipino	73%	70%	72%
Hispanic or Latino	49%	46%	54%
White	63%	65%	62%
Two or More Races	64%	69%	64%
Students with Disabilities	17%	22%	21%
Economically Disadvantaged	52%	53%	54%
English Learners	10%	10%	0%

<u>Math SBAC By Subgroup</u>	2017	2018	2019
School-wide	46%	41%	41%
Black or African American	24%	23%	18%
Asian	62%	68%	65%
Filipino	60%	51%	66%
Hispanic or Latino	34%	26%	32%
White	50%	45%	44%
Two or More Races	54%	56%	40%
Students with Disabilities	9%	9%	8%
Economically Disadvantaged	37%	34%	36%
English Learners	10%	19%	13%

ECRCHS has sought to improve student outcomes through the following staffing changes and resulting program improvements since charter conversion:

- In the past four years, ECRCHS has continued to hire new teachers to keep class sizes low. ECRCHS also added a counseling position, lowering the counselor to student caseload ratio from 645:1 to 515:1.
- Since going charter, ECRCHS has maintained its additional 23 teacher hires and eight additional general education and special education paraprofessionals, which has led to lower class sizes and thus increased the amount of individualized attention the most “at-promise” students receive. The Charter School has invested in an Intervention Team that consists of one Intervention Coordinator, one Latino Coordinator, one African American Coordinator, and one LGBTQ+ Liaison. This has increased the amount of individualized academic guidance and personal guidance provided to each student.
- In 2012, ECRCHS began operating an Alternative Education program on the site of the former Miguel Leonis Continuing Education School in order to better serve students in need of credit recovery and alternative educational opportunities. ECRCHS leases this facility from LAUSD. The Alternative Education Program offers smaller class sizes and more individualized guidance, and assists students who have fallen behind through credit recovery opportunities. Students are recommended to this program by their guidance counselor, and may begin the program as early as the sophomore year. ECRCHS purchased an additional site to house its Independent Study program. The Independent Study program assists students who are unable to attend school in the traditional five days a week format. It is designed for students with special interests and abilities, scheduling challenges, or individual needs that cannot be accommodated in the traditional school setting. Students who graduate from either program receive an ECRCHS diploma. The addition of these programs has allowed ECRCHS to provide enhanced academic support services to at-promise students and improve their chances of completing high school, as evidenced in the steadily increasing graduation rate and steadily decreasing dropout rate.
- In March of 2020, EL Camino Real started a mentorship program for incoming freshmen, called Academic Involvement and Mentoring (AIM). The program was designed with the intention of helping incoming freshmen with their transition to high school by providing peer support and connections. Student mentors are supervised by adult mentors and they work in unison to support the incoming freshmen (mentees). They create an atmosphere of collaboration and allow the mentees to ask questions and get the needed help/support they might need.
- In the last four years, ECRCHS has added more instructional coaches and expanded the Intervention Team to provide teachers and students the extra support they need to be successful. ECRCHS went from one instructional coach to four, each with at least one period out of the classroom to provide sufficient time for these coaches to support teachers.
- In August of 2019, the Intervention Team in collaboration with Administration, started the Bus Pass Initiative for our Free and Reduced Price Meals (FRPM) students, through which students can apply for a school-issued TAP card. The program aims to increase student attendance and alleviate transportation concerns in order for students to focus on their academic achievements.
- Having additional safety officers (16 total) on campus has helped to reduce truancies and keep students in school for the entire school day. A full-time attendance clerk makes daily phone calls to the parents/guardians of absent students to confirm the parents/guardians are aware of the absence and update them on the student’s attendance record.

ECRCHS has excelled in many other ways over the past charter term:

- LAUSD's CSD oversight evaluation results to date in the areas of governance, finance, academics, and operations have been proficient:
  - In its most recent oversight visit report from CSD staff (June 2020), ECRCHS received a rating of "3" in all 4 categories: Governance, Organizational Management, Fiscal Operations, and Student Achievement and Educational Performance.
- ECRCHS' Average Daily Attendance (ADA) rate of 96% in 2019-20 has contributed to the Charter School's overall success. Ensuring prompt and consistent attendance is a major focus of school staff. Following conversion to a charter school in 2011, ECRCHS hired a full-time attendance clerk who makes daily phone calls to the parents or guardians of absent students in order to confirm the parents and guardians are aware of the absence and update them on the student's attendance record.
- ECRCHS earned the maximum six-year WASC accreditation, issued in 2017. The WASC team conducted a mid-cycle visit in 2020 during this six-year accreditation.
- Student surveys indicate positive experiences at ECRCHS. In May 2020, students, teachers, and parents/guardians participated in a student survey. Here are a few highlights from the survey:
  - 61% of students felt safe physically and emotionally at school.
  - 81% of students felt teachers were respectful towards students.
  - 64% of teachers felt that available professional development opportunities were useful.
  - 68% of teachers though the Charter School supported their professional growth.
  - 82% of teachers viewed student interaction amongst each other as supportive.
  - 76% of teachers felt that leadership was friendly towards them.
  - 61% of parents/guardians felt their child enjoyed attending ECR.
  - 61% of the parents/guardians agree the Charter School values diversity.
  - 68% of parents/guardians felt their children were safe at school.

ECRCHS is committed in providing a smooth and pleasant experience when it comes to school operations:

- Thirteen additional classified staff members, including clerical office staff and technology office staff, have been added over the prior charter term, enabling ECRCHS to provide greater responsiveness in the front office and improved home/school communications. The addition of this staff has also led to improved non-academic support services; employees are now focused on key tasks such as the processing of applications for the Free and Reduced Price Meal program, which ensures students and families have access to necessary resources. The technology office has built an online student store that allows students and families to make school purchases online, and implemented software that enables the Charter School to send reminders to families regarding upcoming deadlines and school events.
- ECRCHS has a full-time nurse who attends to ill and injured students and provides nutritional counseling when necessary.
- The hiring of six additional building and grounds staff over the prior charter term has provided students and staff with cleaner, well-maintained facilities.
- In 2019, ECRCHS expanded mental health supports available on campus through the addition of a Psychiatric Social Worker (PSW) for three days per week. Following a review of data, it was determined that additional campus-based mental health support was needed and the PSW's schedule was increased to 5 days per week.
- Five new technology support staff have been added over the prior charter term to assist in the implementation of a 1:1 student computer program rollout, as well as assisting teachers with

Canvas and technology integration. Canvas was implemented in 2017 and is our school learning management system that allows the integration of third-party instructional applications. It is used to access and manage online course learning materials and communicate about skill development and learning achievement. Moreover, it provides a centralized location for teachers, students, and parents, to find class and assignment information.

All of these changes have enhanced ECRCHS' ability to serve students of all subgroups and offer academic programs and extracurricular activities that appeal to students of diverse backgrounds. This has led to increased interest from students and families throughout the San Fernando Valley. While ECRCHS continues to serve all students who wish to attend and who reside in the former attendance boundaries of the Charter School, ECRCHS has experienced increasing interest from families who live outside of this area. In the 2019-2020 school year, 55% of students entered the Charter School through the lottery, representing 61 different zip codes. For the 2020-2021 school year, ECRCHS had a waitlist of over 300 students. In the 2020-2021 school year, 51% of our student body consists of students who reside outside the original attendance boundaries of ECRCHS, compared to 49% in the prior academic year.

ECRCHS has partnerships with several community organizations, including the local chapter of the Chamber of Commerce. ECRCHS also participates in many community events. Moreover, ECRCHS' strong academic performance and national recognition bring economic vibrancy to the surrounding community in terms of increasing property value, as new families are motivated to move into the area.

ECRCHS recognizes that it has areas for growth and improvement that it continues to work on and/or will improve moving forward, as identified in the mid-cycle WASC report.

- Create, define, and implement a schoolwide system and structure that allows a thorough creation (where needed) and analysis of data so that data drives instruction while incorporating current educational research in curriculum and instruction. Continue to provide training and more collaboration time to ensure common faculty understandings about the Common Core State Standards (CCSS), curriculum mappings, and the creation, usage, implementation, and accountability of both formative and summative assessment data. All departments will utilize Common Formative Assessments (CFAs), interim/ benchmark assessments to measure student mastery of CCSS and in order to predict students' end of the year proficiency, monitor students' progress toward longer-term goals, inform instruction and identify support for struggling students. Continue to provide and follow up on research based instructional practice inside the classroom and allow the teachers to collaborate with their colleagues, to share best practices, and review data to guide instruction.
- Reinforcing the college prep orientation of the Charter School and strengthening the connection between student learning and real-world relevance (including career planning) by implementing Naviance lessons in all grade levels. Continue professional development on college going culture and career exploration, working towards utilizing existing community connections into providing internships, mentorships, field trips, job, shadowing, and project-based learning. Continue to provide outreach to parents/guardians and provide multiple opportunities for parents/guardians to be active participants in the college going culture and career learning process through workshops and 1:1 conferences.
- Closing existing achievement gaps by improving the 9th grade transition to high school, expanding intervention services – during school and extended day – to students of all grades requiring additional support, providing non-academic supports that meet the holistic needs of

students, and developing professional development to help teachers reach students from different subgroups. Continue to develop and increase opportunities for academic and mental health issues and solidify the process for referrals. Additionally, we will continue to expand and identify programs that will assist struggling students by providing additional outreach through intervention and parent education.

**a. Renewal Criteria, Academic Performance Data and Other Absolute and Comparative Performance Indicators**

The Charter School is eligible for a five-year renewal term under the applicable renewal standard articulated in Education Code Section 47607.2(b)(1), consistent with the determination by the California Department of Education that the Charter School is a “middle tier” school.<sup>1</sup> Section 47607.2(b) provides that:

*(1) ... [T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [California School Dashboard] and the performance of the charter school on the local indicators included in the [California School Dashboard].*

*(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

The Charter School shows evidence of success on both statewide and local indicators. The following table displays performance levels for State, the District, and the Charter School for the 2017-2018 and 2018-19 school years. For ease of reference, each color contains the performance metric associated with that indicator; in the case of CAASPP ELA and Math, the percentages shown are the percentages of students scoring at or above the standard assessed.

Indicator	2018 State	2018 LAUSD	2018 ECR		2019 State	2019 LAUSD	2019 ECR
<b>Statewide Indicators</b>							
CAASPP ELA	50%	42%	59%		51%	44%	59%
CAASPP Math	39%	32%	41%		40%	33%	41%
Graduation Rate	83%	77%	90%		85%	78%	94%
Suspension Rate	3.5%	0.8%	1.8%		3.5%	0.7%	2.5%
College/Career Readiness	42%	38%	51%		44%	38%	50%
<b>Local Indicators</b>							
Basics: Teachers, Instructional Materials, Facilities		Standard Met	Standard Met			Standard Met	Standard Met

<sup>1</sup> See <https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx> at 829.



Parent and Family Engagement		Standard Met	Standard Met			Standard Met	Standard Met
Local Climate Survey		Standard Met	Standard Met			Standard Met	Standard Met
Access to a Broad Course of Study		Standard Met	Standard Met			Standard Met	Standard Met
Implementation of Academic Standards		Standard Met	Standard Met			Standard Met	Standard Met

As the above table summarizing ECRCHS' Dashboard performance reflects, ECRCHS met the standard for all local indicators in 2018 and 2019. Although ECRCHS' academic performance in ELA and math in 2019 indicated a "medium" (yellow) indicator level, the data used to generate the Dashboard indicators shows that in both ELA and math, ECRCHS was very close to qualifying as "high performing," on the Dashboard and that ECRCHS outperformed the performance of the majority of high school students tested in the State and District. The underlying CAASPP data used to generate the Dashboard indicator levels also indicates that ECRCHS has consistently outperformed the State and the District in ELA and Math, as measured by the percentage of students achieving at or above the standard. In giving "greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal" the data indicates stronger than average academic performance that merits renewal of ECRCHS' charter.

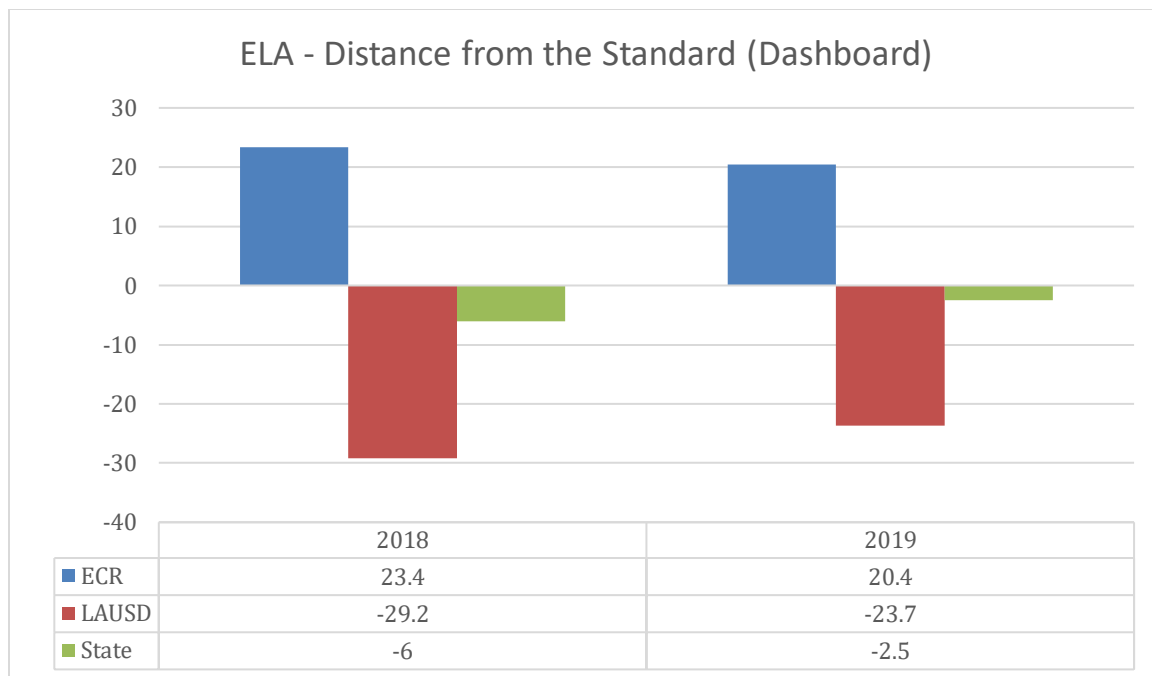
#### **The Dashboard and Dashboard-Related Measures of Performance**

The Dashboard color levels are determined based on two factors: (i) the average distance from the standard ("DFS") for qualifying students that took the CAASPP ELA and math, respectively, that is, how close students were on average to the minimum score needed for a Level 3 (standard met) score on CAASPP ELA and math, and (ii) the change in a school's DFS as compared with the prior year of testing.

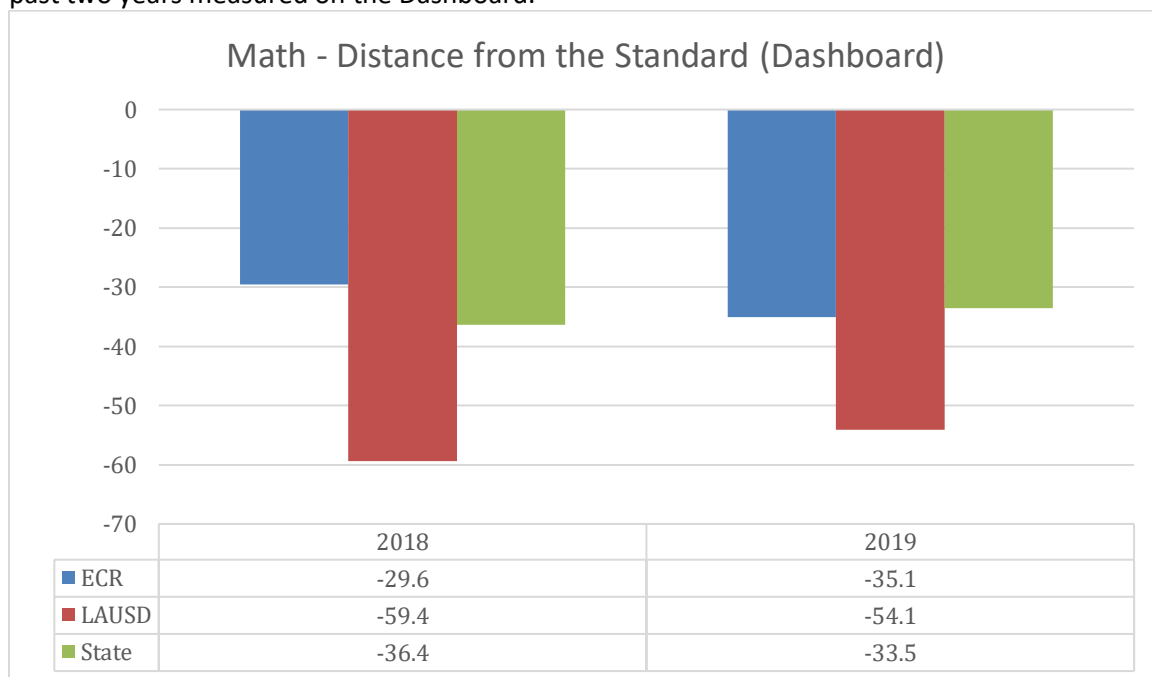
For CAASPP ELA in 2019, the Dashboard indicates that ECRCHS had a DFS of 20.4 points above the standard which, based on the Dashboard Technical Handbook, places ECRCHS at the medium performance band just immediately below "high performing" and within the top 60<sup>th</sup> percentile of high schools.

In CAASPP math for 2019, although the Dashboard indicates that ECRCHS' DFS was 35.1 points below the standard, based on the Dashboard Technical Handbook, that score places ECRCHS between the top 70<sup>th</sup> and 75<sup>th</sup> percentile, and three bands away from qualifying as "high" performing.

Although in 2019, ECRCHS and LAUSD were both assigned a "yellow" in ELA and the State was assigned a "green," ECRCHS was above the standard by 20 points, and the District and the State were both below the standard in ELA.

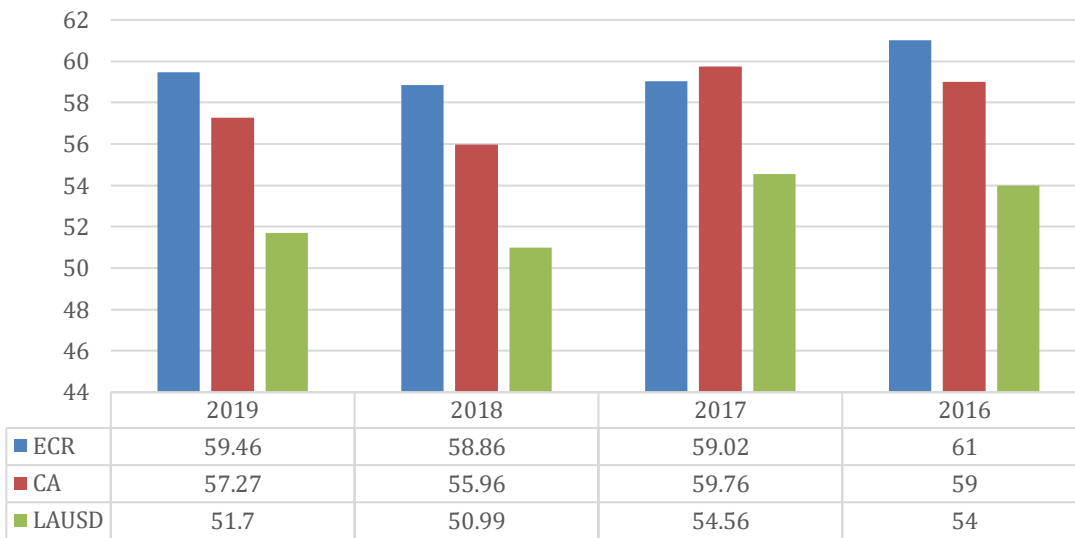


In math, ECRCHS' DFS was higher or on par with the State and higher than the DFS for LAUSD over the past two years measured on the Dashboard.



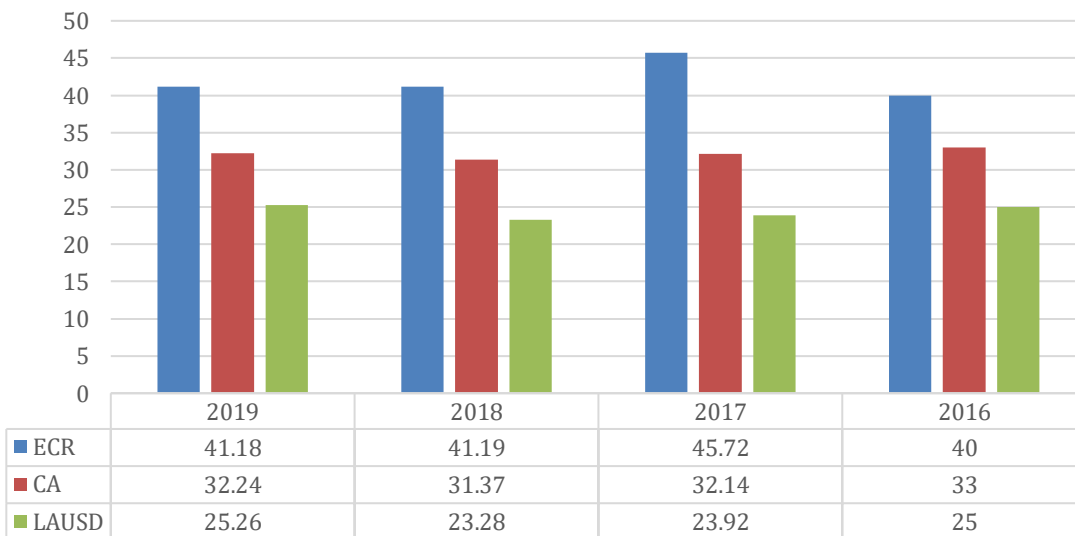
For CAASPP ELA, in all four of the past four years for which data is available, ECRCHS had a greater percentage of students performing at or above the standard than LAUSD 11<sup>th</sup> grade students at large, and in three out of those four years, including in 2019, ECRCHS outperformed the State's 11<sup>th</sup> grade students in the aggregate. Notably, although the Dashboard shows that ECRCHS had a three point decline in mean DFS score from 2018 to 2019, the chart below shows that the percentage of students performing at or above the standard actually increased between 2018 and 2019.

### ELA - Percentage of Students Performing at or Above the Standard



For CAASPP Math, in all four of the past four years for which data is available, ECRCHS also had a greater percentage of 11<sup>th</sup> grade students performing at or above the standard than the District's 11<sup>th</sup> grade students and the State's 11<sup>th</sup> grade students in the aggregate. Similar to ELA, although the Dashboard shows that ECRCHS had a 5.5 point decline in mean DFS score from 2018 to 2019, the chart below shows that the percentage of students performing at or above the standard stayed flat between 2018 and 2019.

### Math - Percentage of Students Performing at or Above the Standard

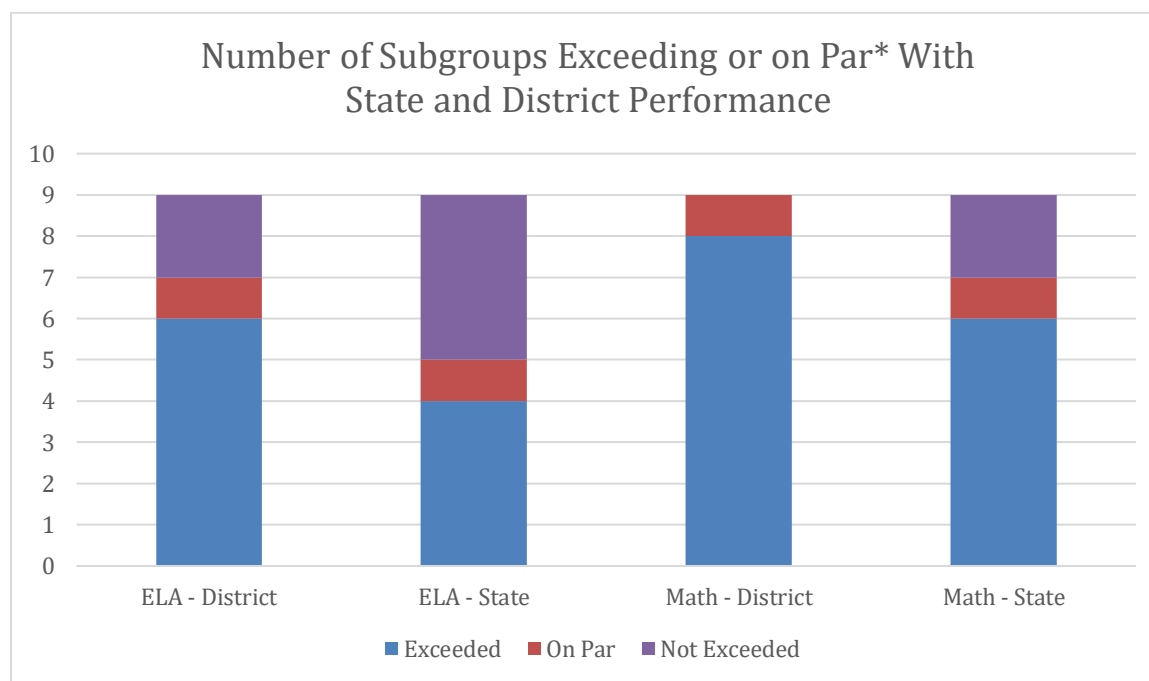


### Subgroup Performance in ELA and Math

Similarly, ECRCHS' subgroup performance shows that in 2019, seven out of nine reported subgroups performed in the top three performance levels on the Dashboard in CAASPP Math and six out of nine subgroups performed in the top three performance levels in CAASPP ELA. Again, the metric in each color is the percentage of students performing at or above the standard assessed.

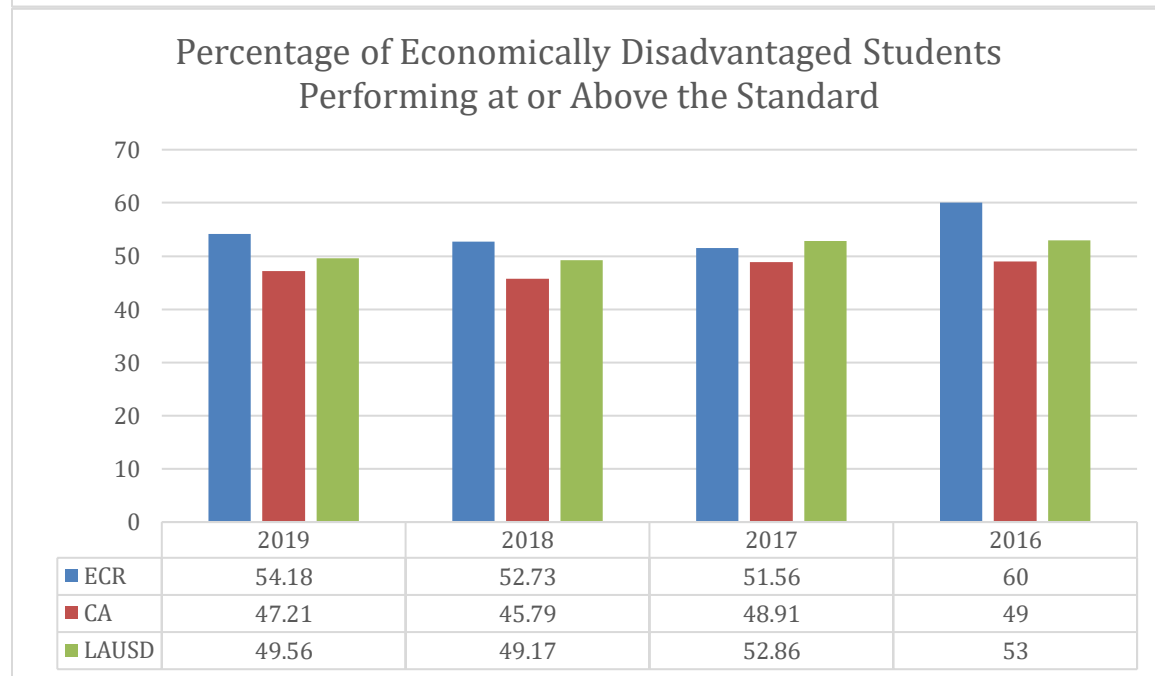
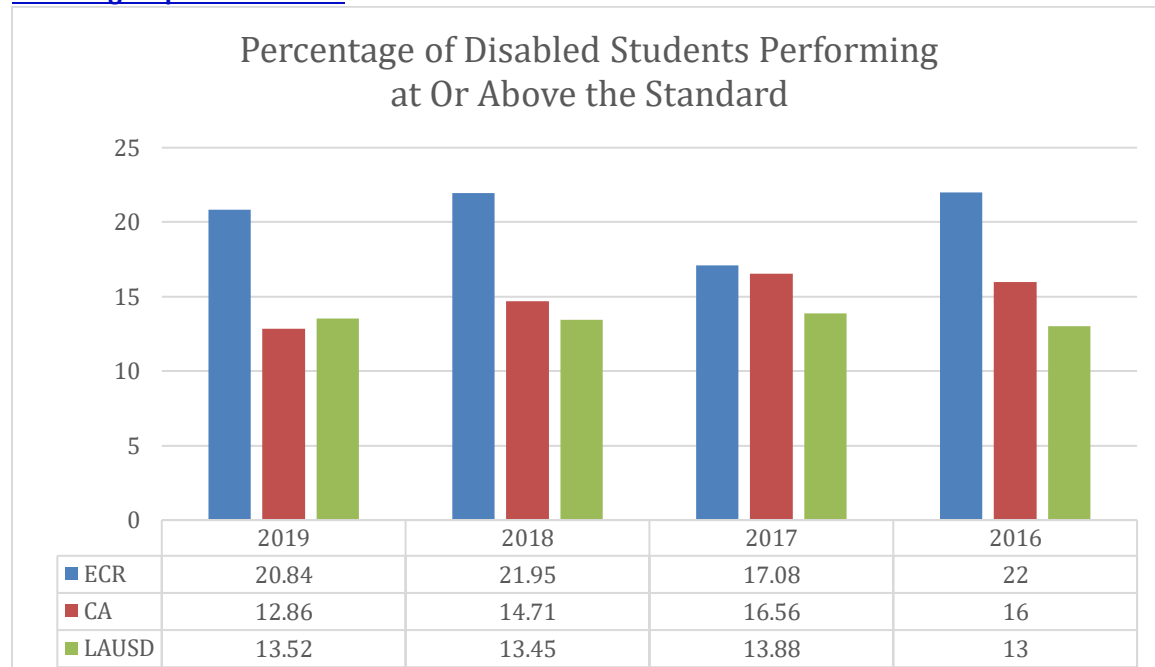
Indicator	CAASPP ELA 2019	CAASPP Math 2019
Students with Disabilities	21%	8%
English Learners	0%	13%
Socioeconomically Disadvantaged	54%	36%
White	62%	44%
Asian	73%	65%
Hispanic	54%	32%
Filipino	72%	66%
African American	38%	18%
Two or More Races	64%	54%

Subgroup data also shows that in 2019, more of ECRCHS' subgroups outperformed the District in ELA and Math as measured by the percentage of students in those subgroups that achieved above the standard, or in the case of EL students, at or above the "nearly met" score level, more of ECRCHS' subgroups outperformed the State in math, and half of ECRCHS' subgroups outperformed or performed on par\* with the State in ELA.

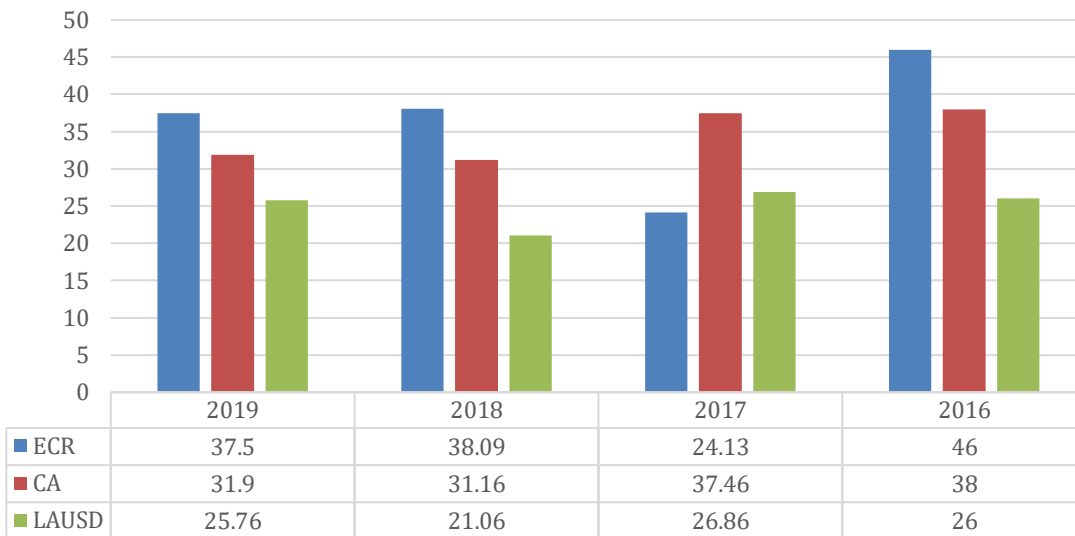


\*An on par score reflects performance within 1 percentage point of the State or District's performance.

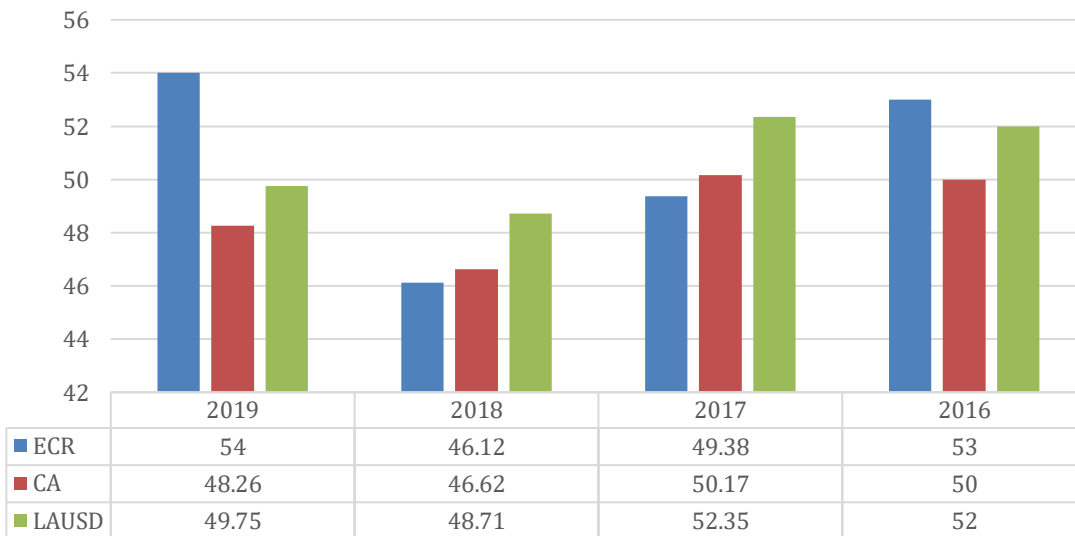
### ELA Subgroup Performance



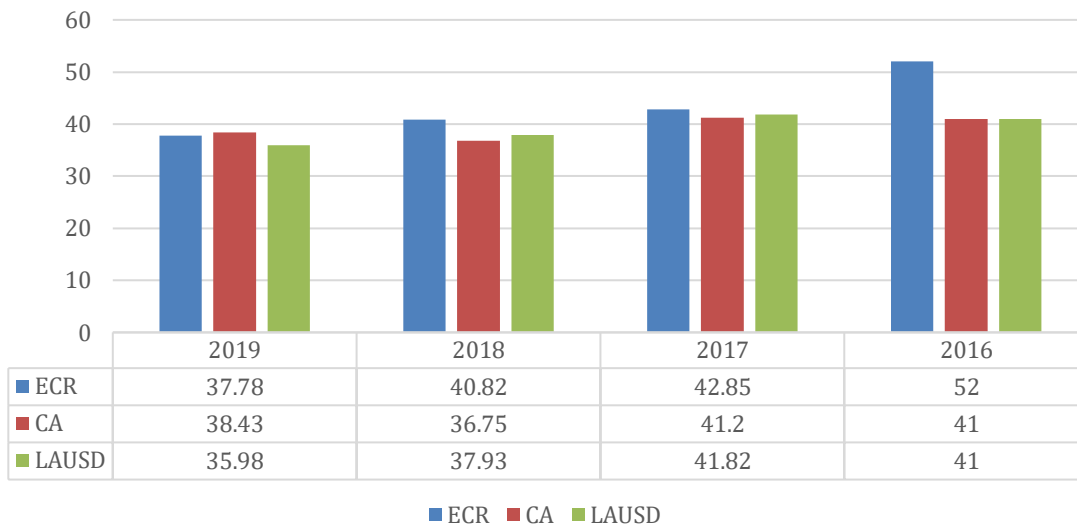
Percentage of English Learners Performing  
at or Above "Standard Nearly Met"



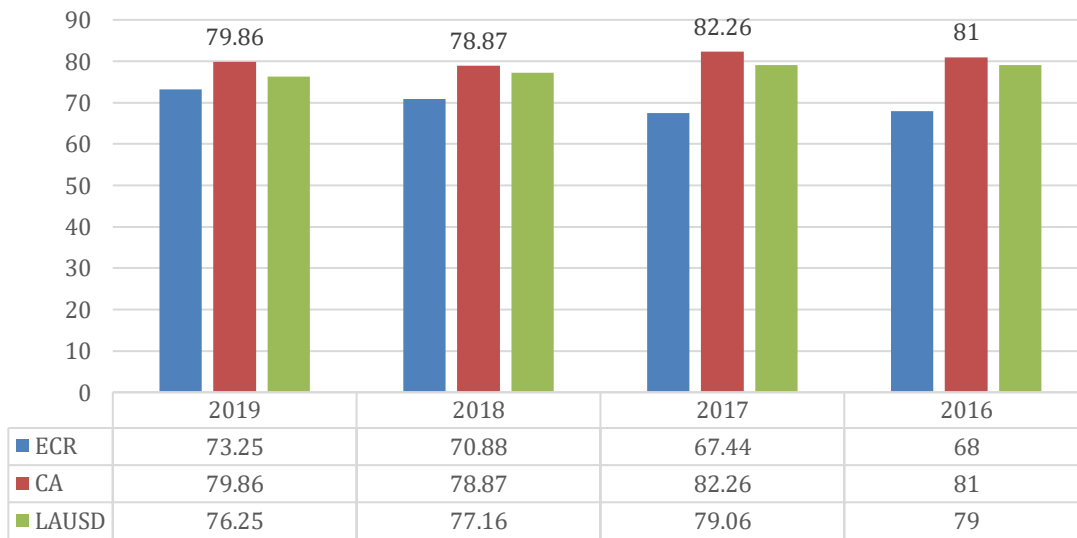
Percentage of Hispanic Students Performing  
at or Above the Standard



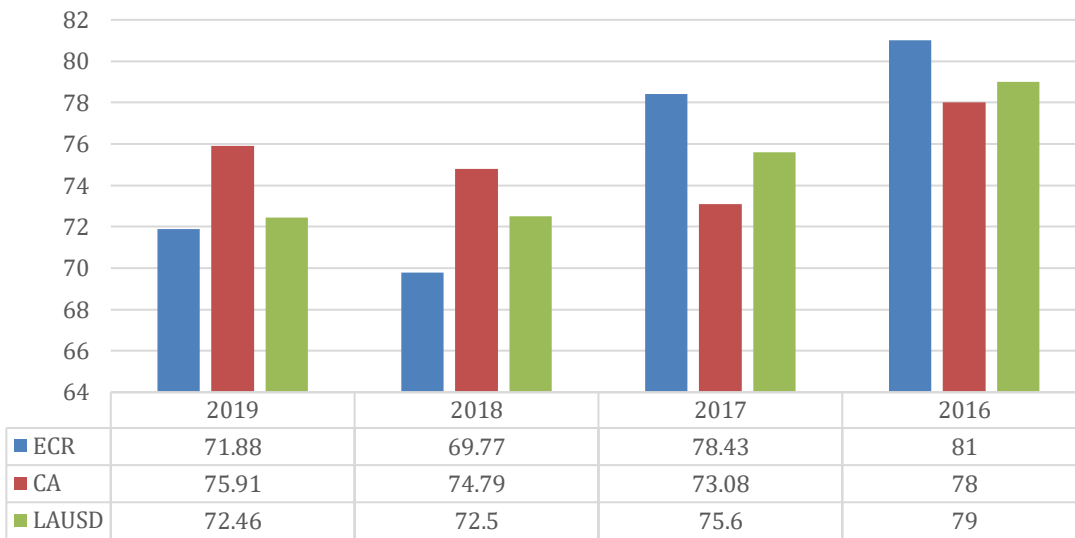
### Percentage of African American Students Performing at or Above the Standard



### Percentage of Asian Students Performing at or Above the Standard



Percentage of Filipino Students Performing  
at or Above the Standard

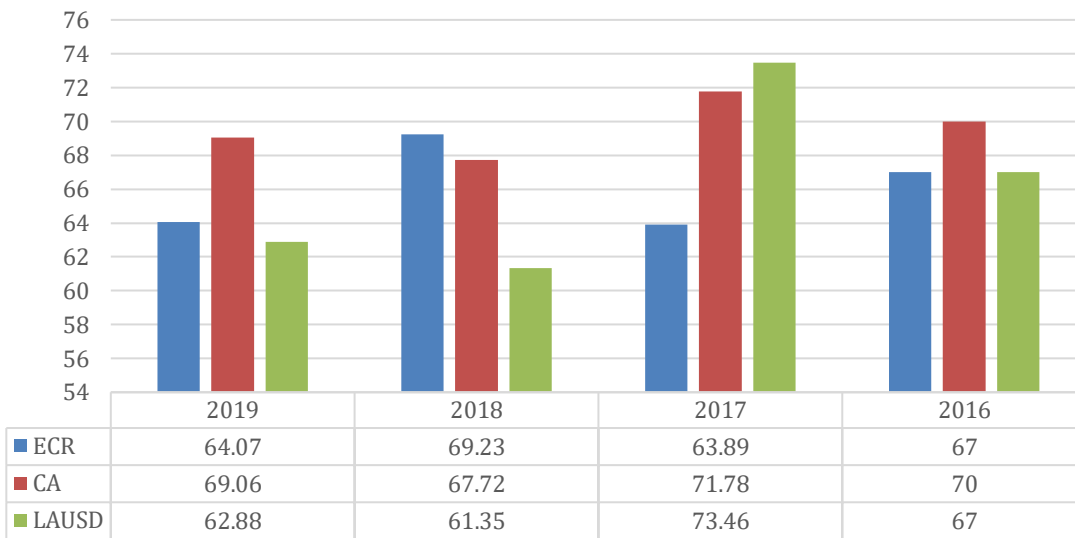


Percentage of White Students Performing  
at or Above the Standard

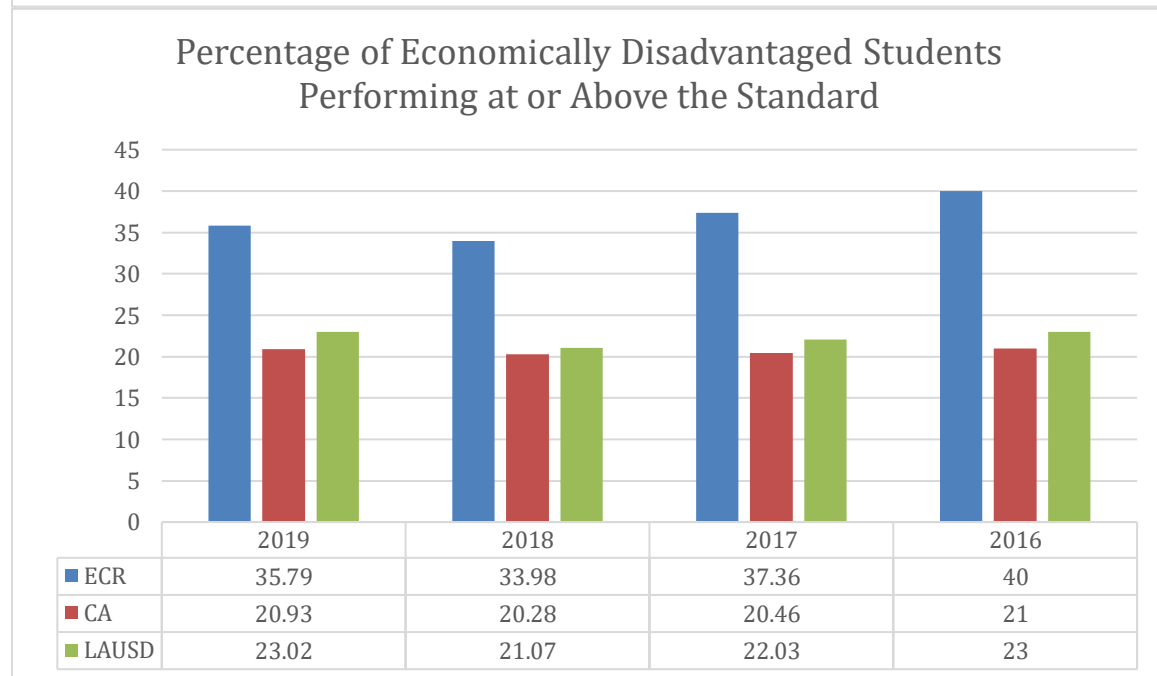
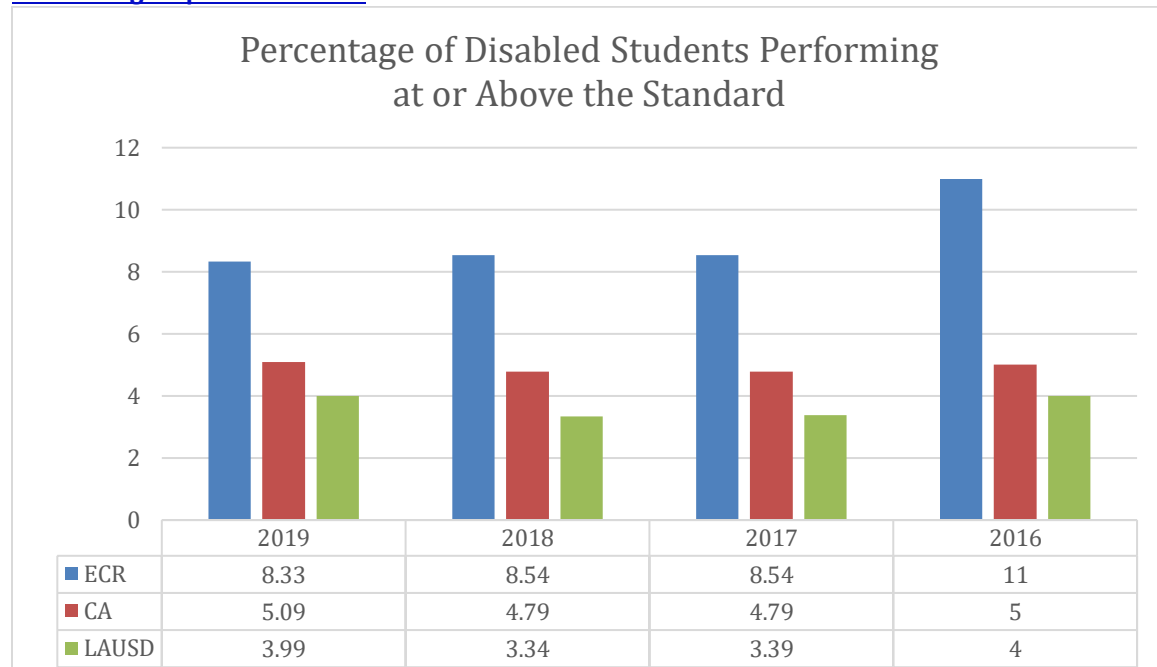




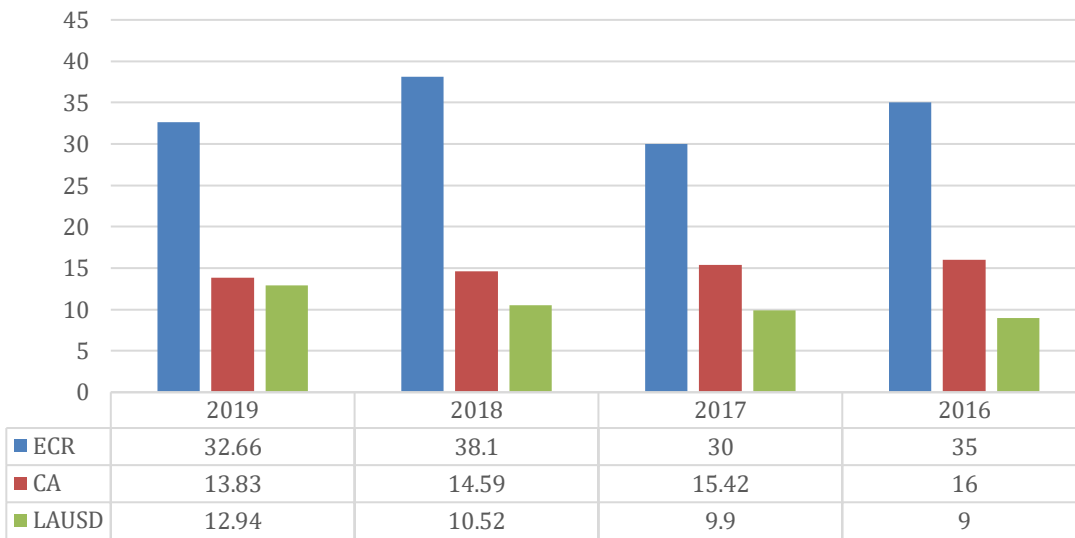
Percentage of Students Identifying as Two or More Races  
Performing at or Above the Standard



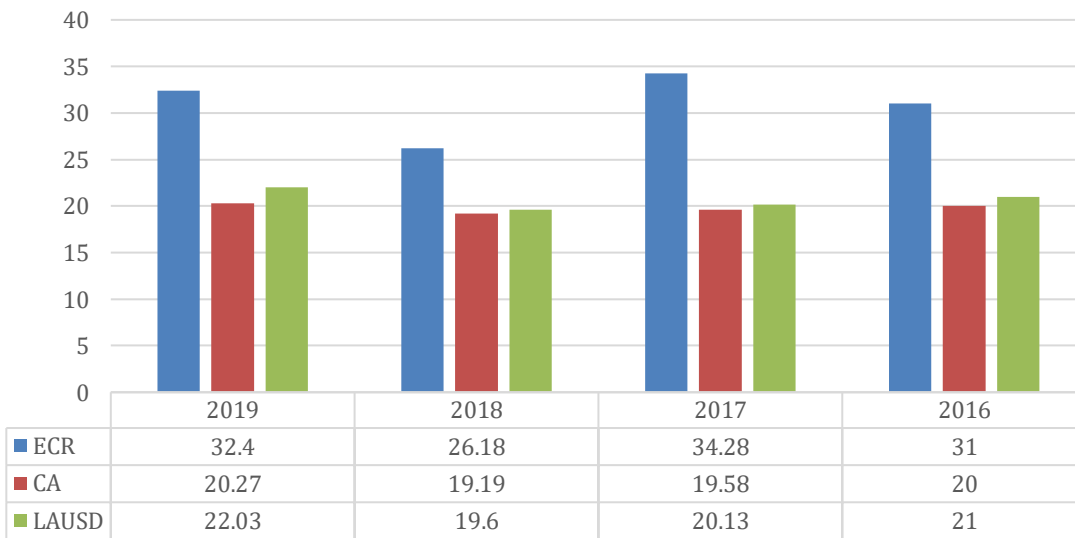
### Math Subgroup Performance



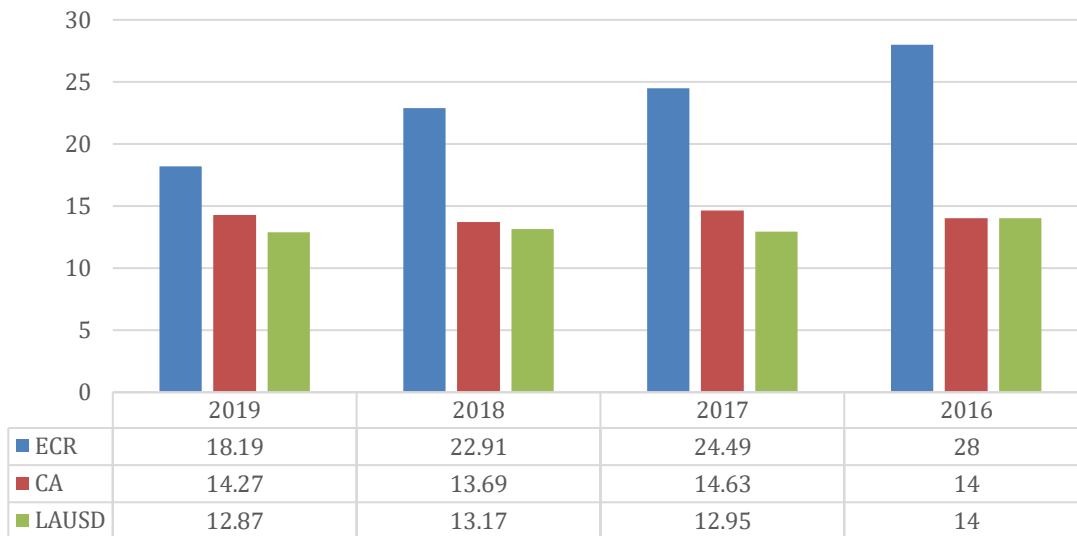
Percentage of English Learners Performing at or Above  
"Standard Nearly Met"



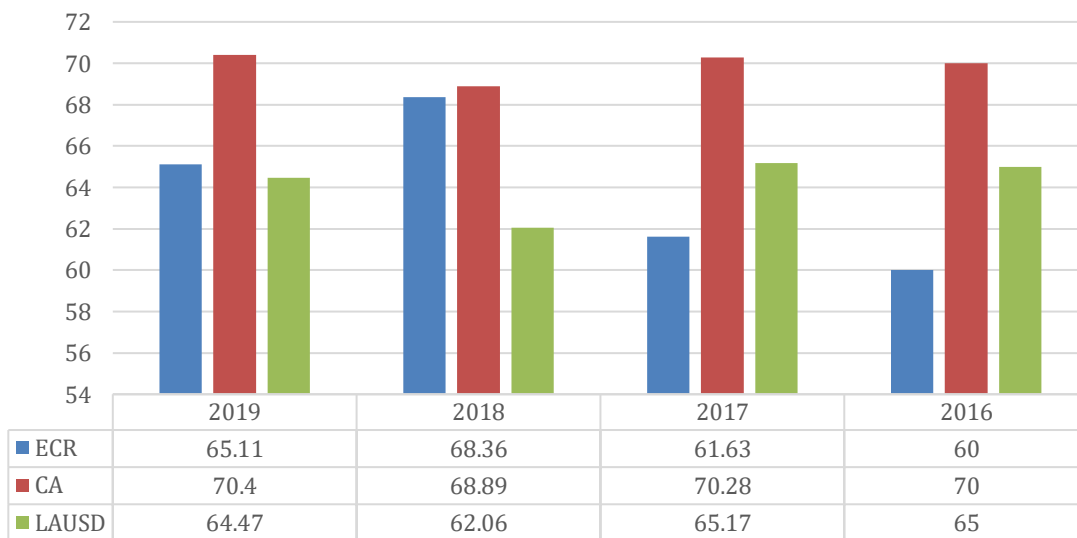
Percentage of Hispanic Students Performing  
at or Above the Standard



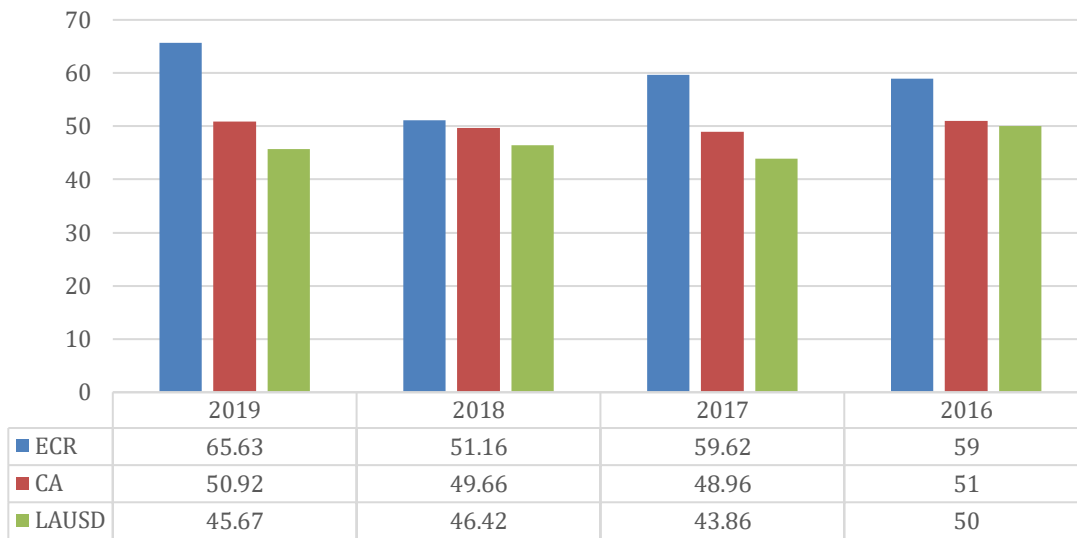
### Percentage of African American Students Performing at or Above the Standard



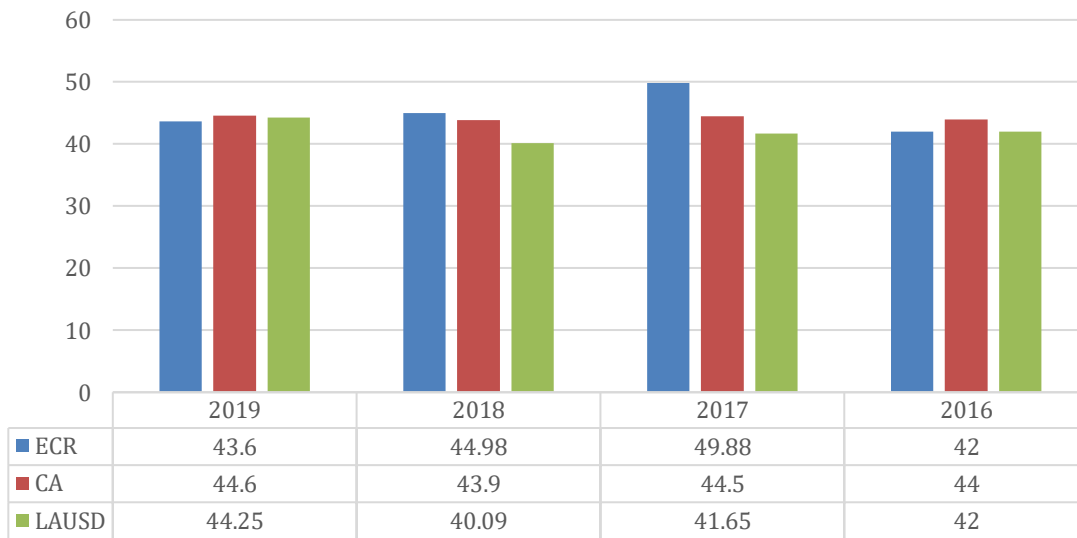
### Percentage of Asian Students Performing at or Above the Standard

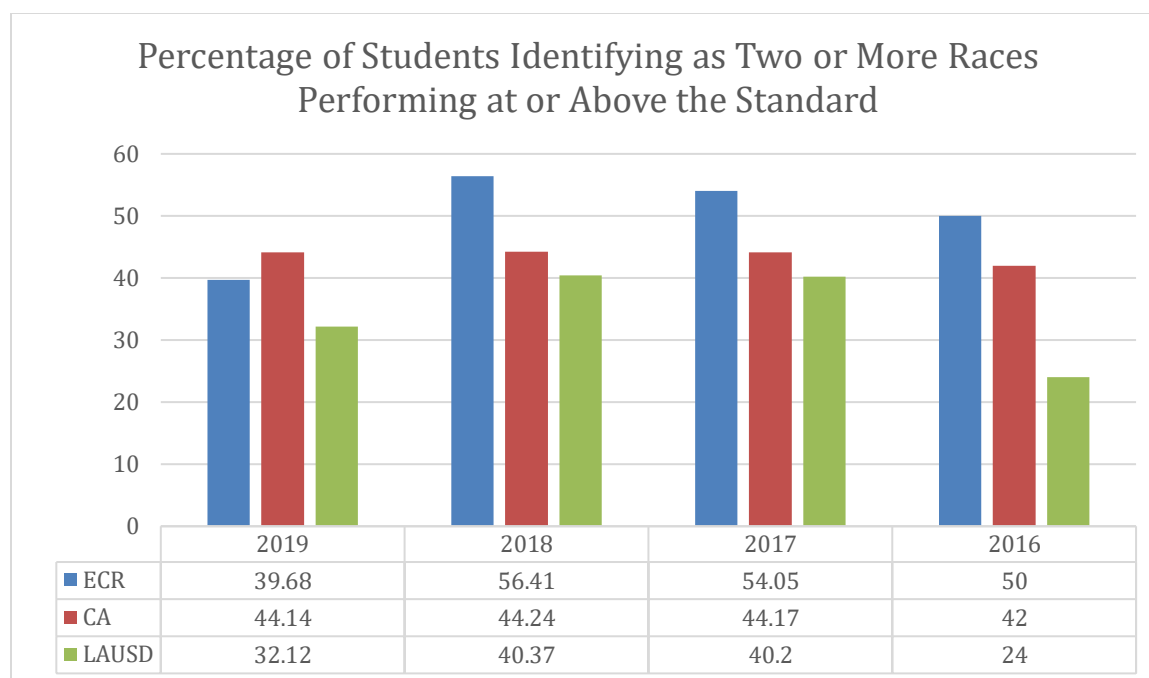


Percentage of Filipino Students Performing  
at or Above the Standard



Percentage of White Students Performing  
at or Above the Standard





As the table and charts demonstrate below, ECRCHS also continues to perform well relative to the other high schools in the area. As measured by the percentage of students schoolwide meeting or exceeding the standards assessed in CAASPP ELA, in 2019, ECRCHS performed higher than two other schools in the area while also staying competitive with the other three schools. As measured by the percentage of students schoolwide meeting or exceeding the standards assessed in CAASPP Math, ECRCHS performed well above three schools in the area while also staying competitive with the other two.

**2019 SBAC ELA and Mathematics: Percent Met and Exceeded Standards  
Compared to Neighboring High Schools**

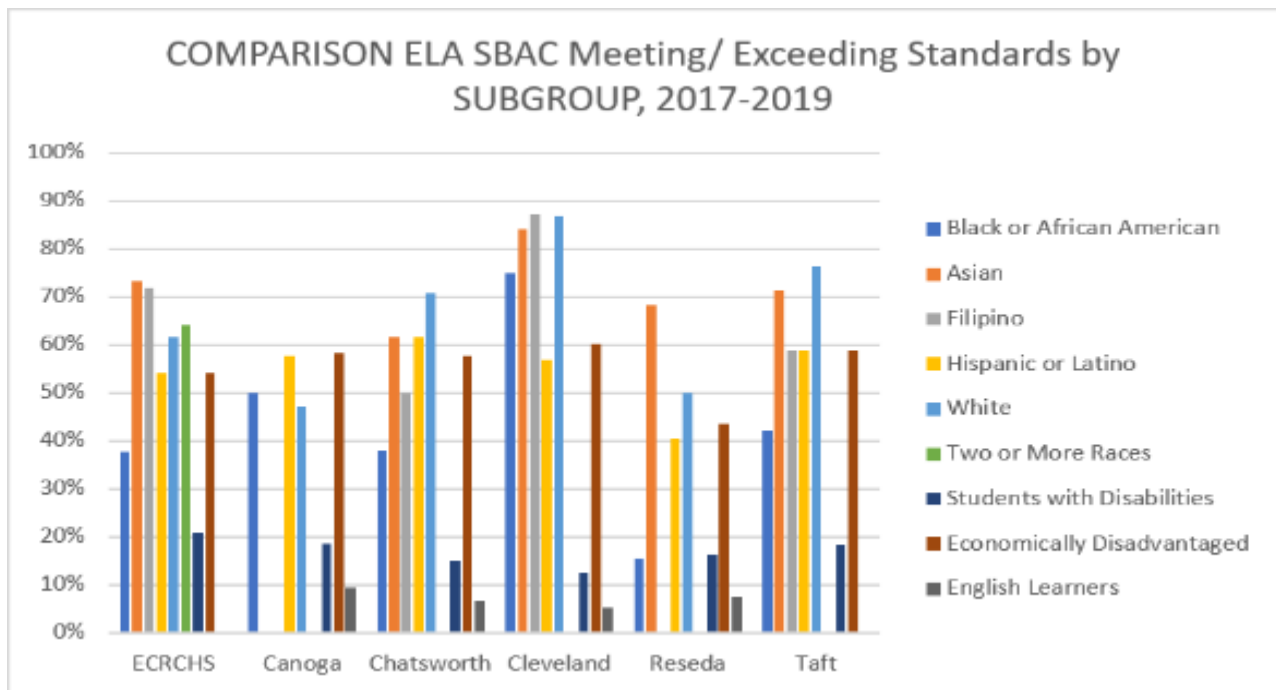
	<u>ECRCHS</u>	<u>Canoga</u>	<u>Chatsworth</u>	<u>Cleveland</u>	<u>Reseda</u>	<u>Taft</u>
ELA	59%	58%	61%	69%	44%	66%
Math	41%	11%	29%	42%	30%	41%

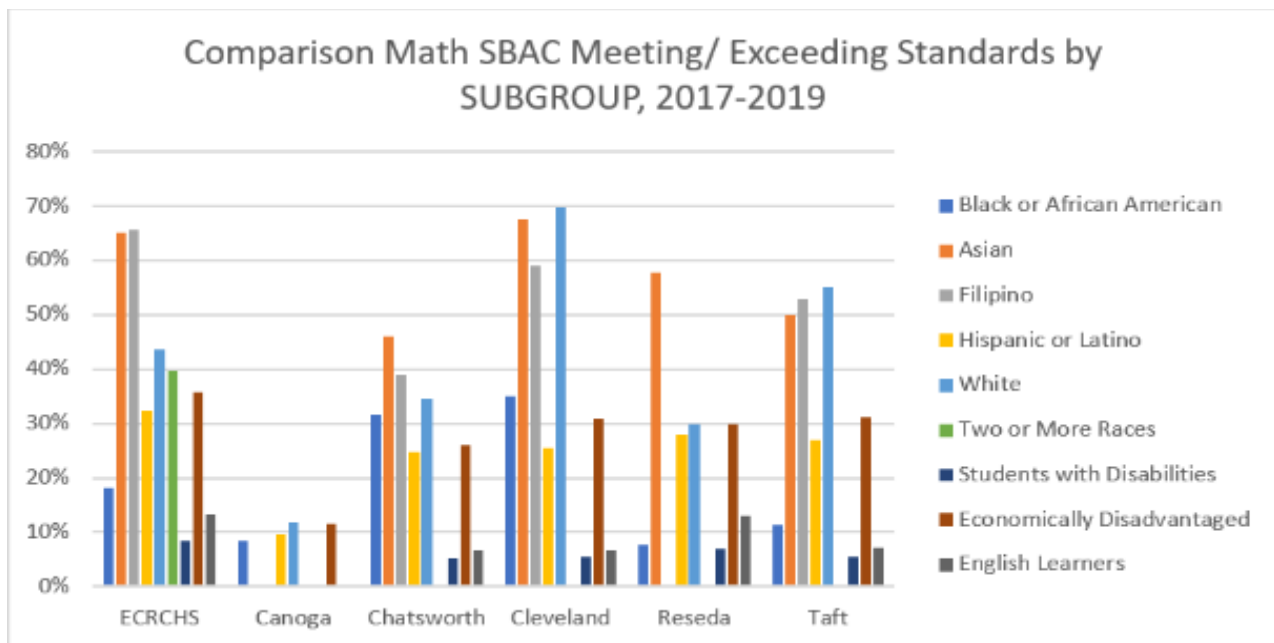
<u>2019 ELA</u>	<u>ECRCHS</u>	<u>Canoga</u>	<u>Chatsworth</u>	<u>Cleveland</u>	<u>Reseda</u>	<u>Taft</u>
Black or African American	38%	50%	38%	75%	15%	42%
Asian	73%	*	62%	84%	68%	71%
Filipino	72%	*	50%	87%	*	59%
Hispanic or Latino	54%	58%	62%	57%	40%	59%

White	62%	47%	71%	87%	50%	76%
Students with Disabilities	21%	19%	15%	13%	16%	18%
Economically Disadvantaged	54%	58%	58%	60%	43%	59%
English Learners	0%	9%	7%	5%	7%	0%

2019 ELA	ECRCHS	Canoga	Chatsworth	Cleveland	Reseda	Taft
American Indian or Alaska	N/A	*	N/A	*	*	*
Native Hawaiian or Pacific	*	*	*	N/A	N/A	*
Two or More Races	64%	*	N/A	*	*	*

In order to protect student privacy, an asterisk (\*) is displayed instead of a number for each subgroup where ten or fewer students tested.

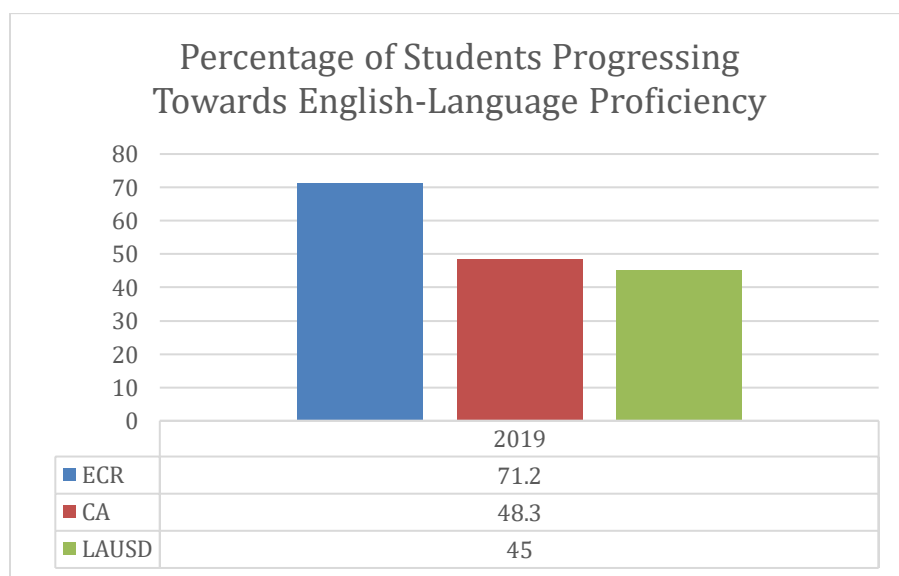




Source: <https://dq.cde.ca.gov/dataquest/>

### English Learner Progress

ECRCHS' EL students have experienced significant growth towards English language proficiency. Although the Dashboard does not assign a color indicator for English Learner Progress, in 2019, the Dashboard indicated that 71.2% of ECRCHS EL students made progress towards English-language proficiency, which indicates "very high" progress based on the Dashboard's score guide. By contrast, only 45% of District students made progress towards English-language proficiency and on a statewide basis, only 48.3% of students progressed, which are both labeled as "medium" progress.



ECR also shares the following additional information on the progress of its EL students:



- In the 2018-2019 school year, ECRCHS had 95 English Learners (ELs) – 2.7% of the student population, along with another 609 students (17.1%) who previously were reclassified fluent-English proficient. Based on CALPADS preliminary data, in 2018-2019, ECRCHS reclassified 50 students – or 52.6% of the ELs (CDE Enrollment by ELAS and CALPADS Fall 1 2018-19 and Fall 1 2018-20 Reports).
- On the Summative ELPAC exams in the 2018-2019 school year (the most recent year for which data is officially reported on CAASPP), 36% of ELs scored Well Developed, 41% scored Moderately Developed, and another 23% scored Somewhat or Minimally Developed -- exceeding the District's and statewide Well Developed scores of 16%.

#### Initial ELPAC

	2018/19
<b>Overall</b>	
N Students w/ Scores	24
N IFEP	20
% Initial Fluent English Proficient (IFEP)	83.33%
N Intermediate English Learner	2
% Intermediate English Learner	8.33%
N Novice English Learner	2
% Novice English Learner	8.33%

#### Summative ELPAC

	2018/19
<b>Overall</b>	
N Students w/ Scores	70
N Level 4 (Well Developed) *	25
% N Level 4 (Well Developed) *	35.71%
N Level 3 (Moderately Developed)	29
% N Level 3 (Moderately Developed)	41.43%
N Level 2 (Somewhat Developed)	12
% N Level 2 (Somewhat Developed)	17.14%
N Level 1 (Minimally Developed)	4
% N Level 1 (Minimally Developed)	5.71%

Notes Scores for 2018–19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.

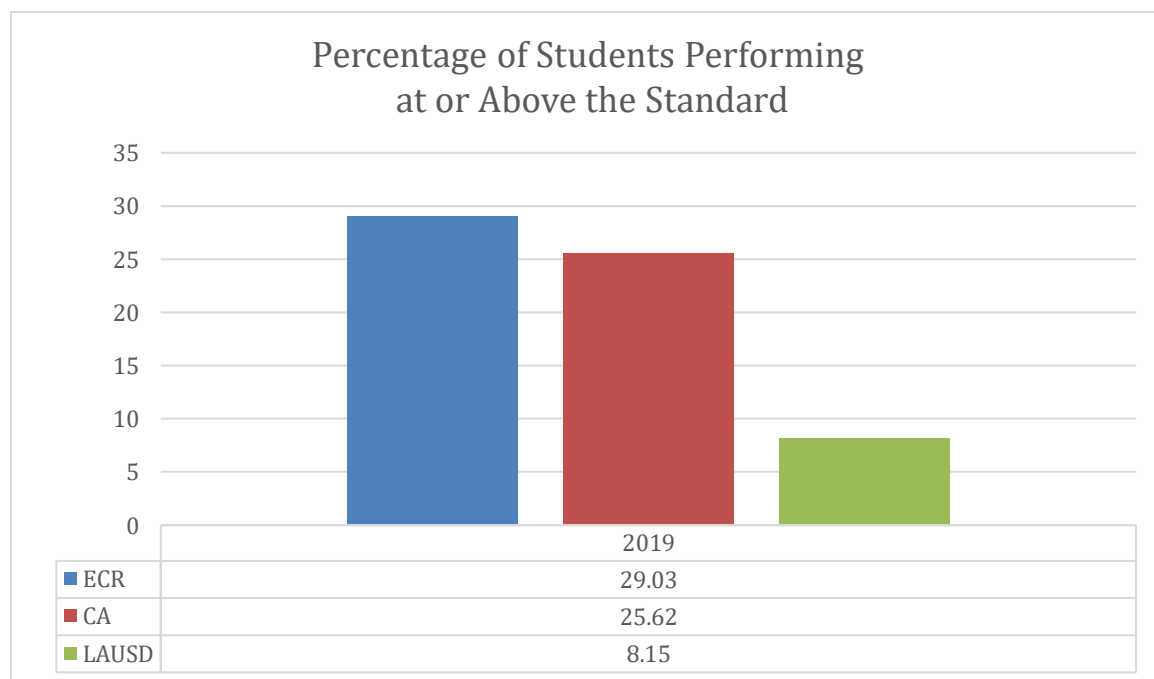
\*The State Board of Education approved the use of the ELPAC Overall Performance Level 4 as one of the proficiency criteria for reclassification

Reporting Period	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<i>Overall</i>						
English Learners	93	91	112	95	67	66
Reclassified (From Prior AY Census Day to Current AY Census Day)		15	4	7	47	Unavailable
Reclassification Period	2015/16	2016/17	2017/18	2018/19	2019/20	
% Reclassified		16.1%	4.4%	6.3%	49.5%	

- ECRCHS revamped its EL program and hired a new coordinator to oversee the program. The ELD Coordinator gave various in-service professional development related to EL students to the staff that helped our instructional practices throughout the year. As a school, ECRCHS focused on these students and it was reflected in the percentage of students that were reclassified in 2018-2019.

### California Science Test

ECRCHS also had a greater percentage of students achieving at or above the standard on the California Science Test (“CAST”) than the State and the District in the only year for which data is available.



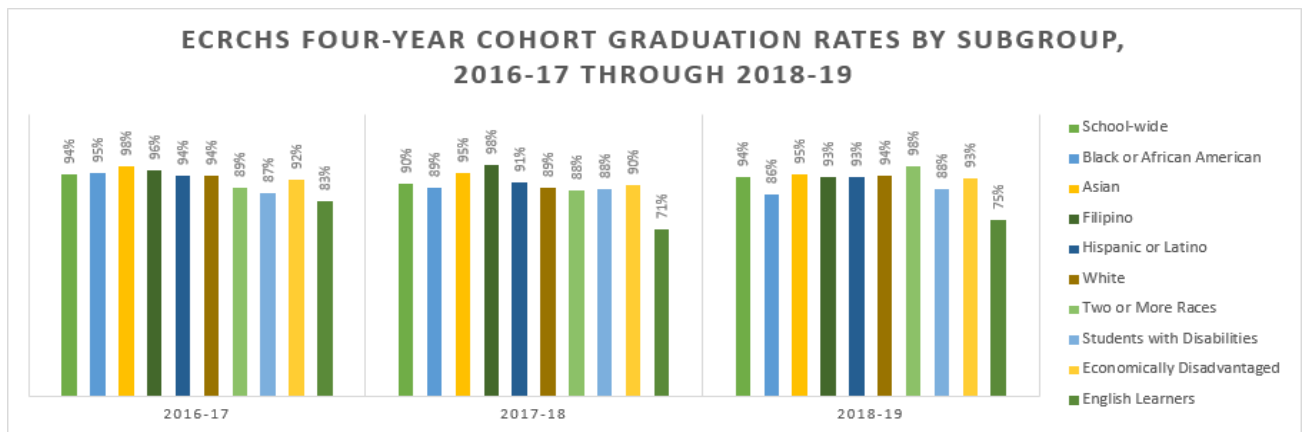
### Graduation Rate

During the current charter term, ECRCHS improved its Dashboard performance on the graduation rate indicator, from yellow to green, between 2017 and 2019. ECRCHS’ strong graduation rate performance and related metrics is described in further detail, below.

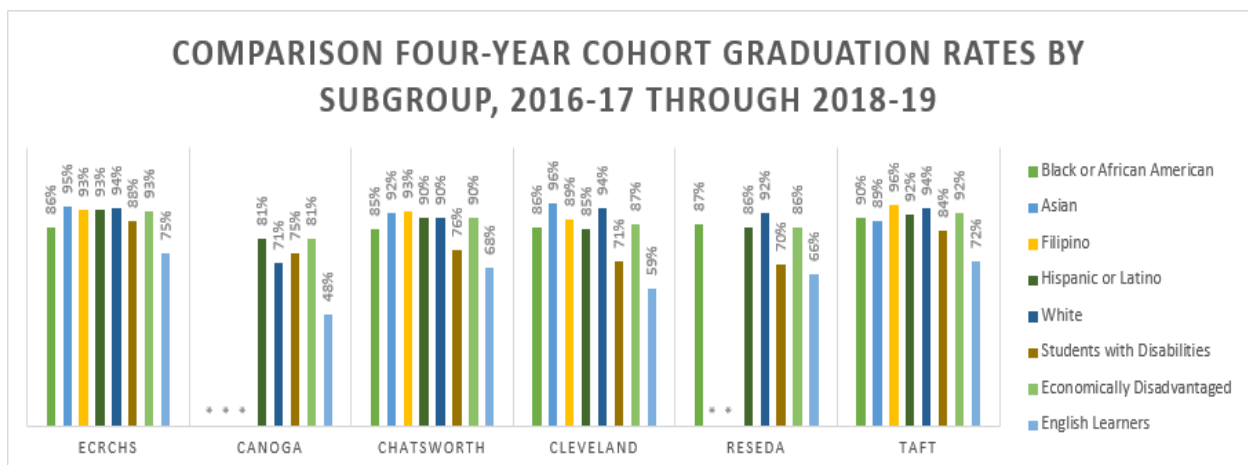
- ECRCHS' graduation rates exceed District, State and surrounding schools' rates with dramatic subgroup growth since charter conversion:
  - ECRCHS achieved a 93.6% overall graduation rate in the 2018-2019 school year, up 3% from the previous year. Our 2018-2019 overall graduation rate of 93.6% is significantly higher than the graduation rate reported for LAUSD (76.6%) and the State (83%).
  - In 2018-2019, the graduation rate for Hispanic students enrolled at ECRCHS was 93.5%, an increase of 2.6% from the previous year and 17% higher than LAUSD. The graduation rates for African American students in 2018-2019 was 86.4%, which is 15% higher than the graduation rate of that subgroup for LAUSD.
  - The graduation rate for EL students in 2018-2019 was 77.8%, an increase of 4% from the previous year. Los Padres Latinos de ECR, the Executive Director, the Intervention team, and the Administrative Director who oversees the EL program meet regularly with parent/guardian members of the Charter School's English Learner Advisory Council (ELAC) to listen to their concerns and provide information families need to make informed decisions for their children. ECRCHS has implemented many suggestions from ELAC parent/guardian members, including extended library hours and after school tutoring programs.
  - The Charter School is proud of the fact that, through its Alternative Education and Independent Study Programs, it is better able to meet the needs of students who need extra time to meet graduation requirements. Our five-year graduation cohort graduation rates are 95.3% for 2016-17 and 92.3% for 2017-18.
  - ECRCHS' 2018-2019 overall graduation rate of 94% is higher than the 2018-2019 graduation rates of comparison resident schools, including Canoga (80.5%); Taft (93.2%); Chatsworth (90.4%); Reseda (86.3%); and Cleveland (88.6%)
  - ECRCHS' 2018-2019 graduation rates for specific student subgroups exceed those of all surrounding residential schools.

#### Four-Year Cohort Graduation Rates

Year	School-wide	African American	Hispanic	Asian	Filipino	White	Multi-Race	FRPM
<b>2016-17</b>	94%	95%	94%	98%	98%	94%	89%	89%
<b>2017-18</b>	90%	89%	90%	95%	98%	89%	88%	90%
<b>2018-19</b>	94%	86%	93%	95%	93%	94%	98%	93%



The following graph shows ECRCHS' strong 2018-2019 graduation rates for specific student subgroups compared to those of surrounding residential schools.

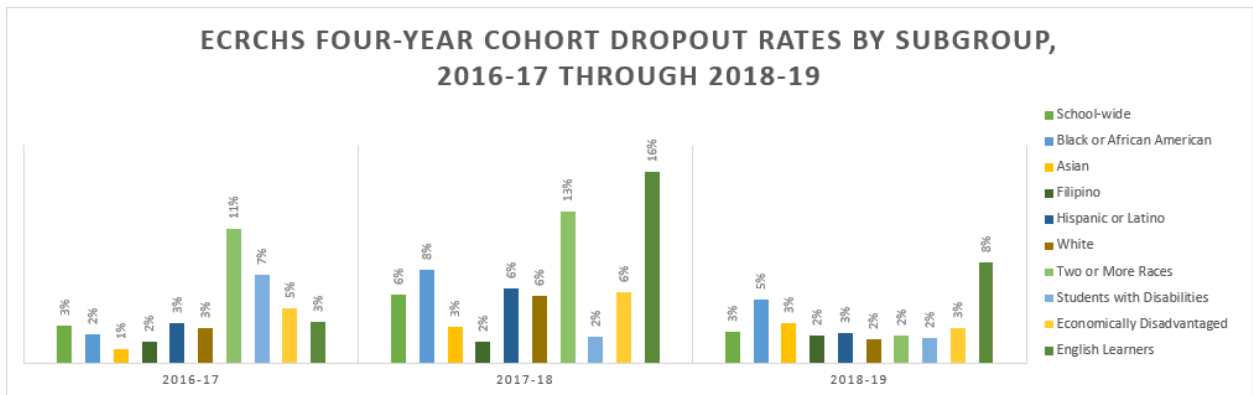


Source: [cde.ca.gov](http://cde.ca.gov) (Cohort Outcome Data for the Class of 2019)

- Dropout rates have also decreased significantly since charter conversion and are lower than rates of the District, State, and surrounding residential schools:
  - The table below displays the number and percentage of students by race/ethnicity in the four-year cohort who dropped out of school.
  - The four-year adjusted cohort rates are based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

ECRCHS Dropout Rates	2016-17	2017-18	2018-19
School-wide	3%	6%	3%
Black or African American	2%	8%	5%
Asian	1%	3%	3%

Filipino	2%	2%	2%
Hispanic or Latino	3%	6%	3%
White	3%	6%	2%
Two or More Races	11%	13%	2%
Students with Disabilities	7%	2%	2%
Economically Disadvantaged	5%	6%	3%
English Learners	3%	16%	8%

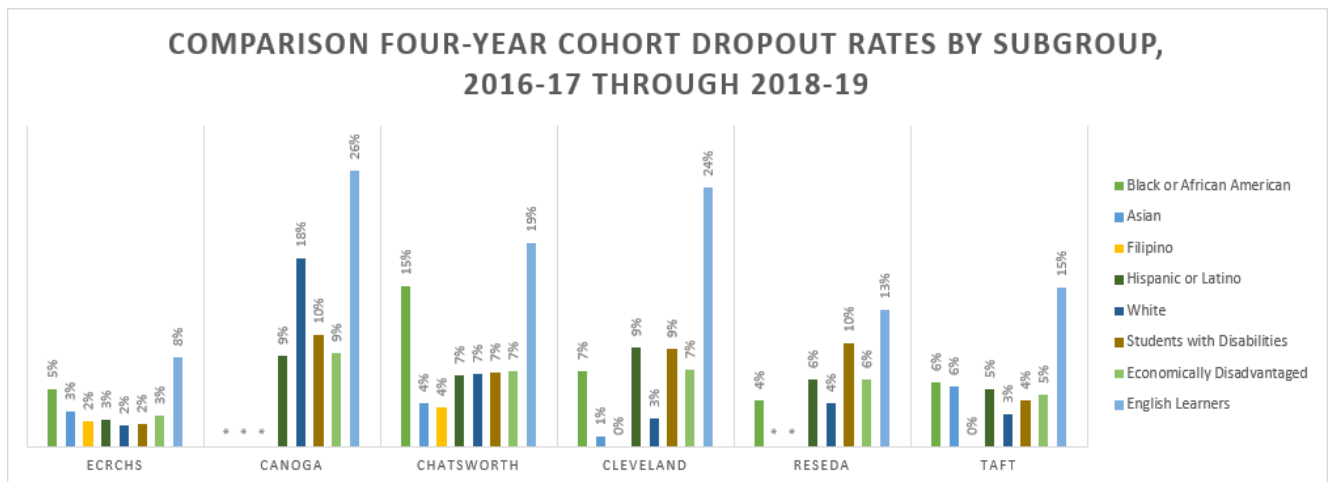


Source: [cde.ca.gov](http://cde.ca.gov) (Cohort Outcome Data for the Class of 2019)

The following graph illustrates ECRCHS' low 2018-2019 dropout rates for specific student subgroups compared to those of surrounding residential schools.

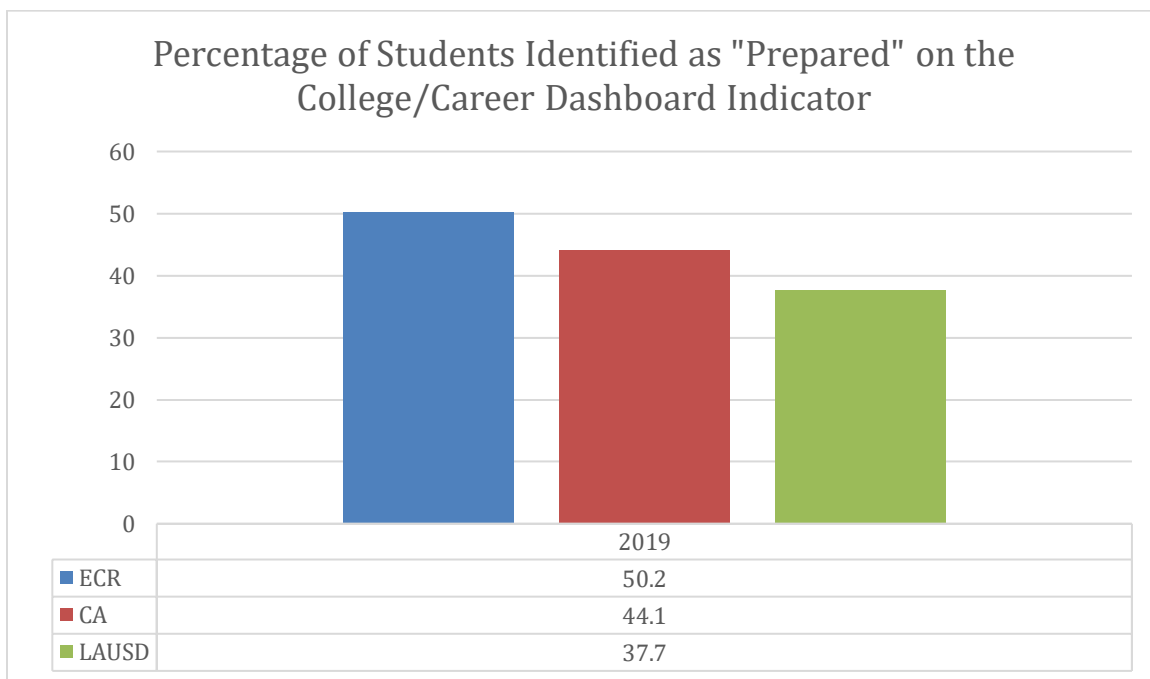
#### 2018-2019 Dropout Rate Comparison

	ECRCHS	Canoga	Chatsworth	Cleveland	Reseda	Taft
Black or African American	5%	*	15%	7%	4%	6%
Asian	3%	*	4%	1%	*	6%
Filipino	2%	*	4%	0%	*	0%
Hispanic or Latino	3%	9%	7%	9%	6%	5%
White	2%	18%	7%	3%	4%	3%
Students with Disabilities	2%	10%	7%	9%	10%	4%
Economically	3%	9%	7%	7%	6%	5%
English Learners	8%	26%	19%	24%	13%	15%

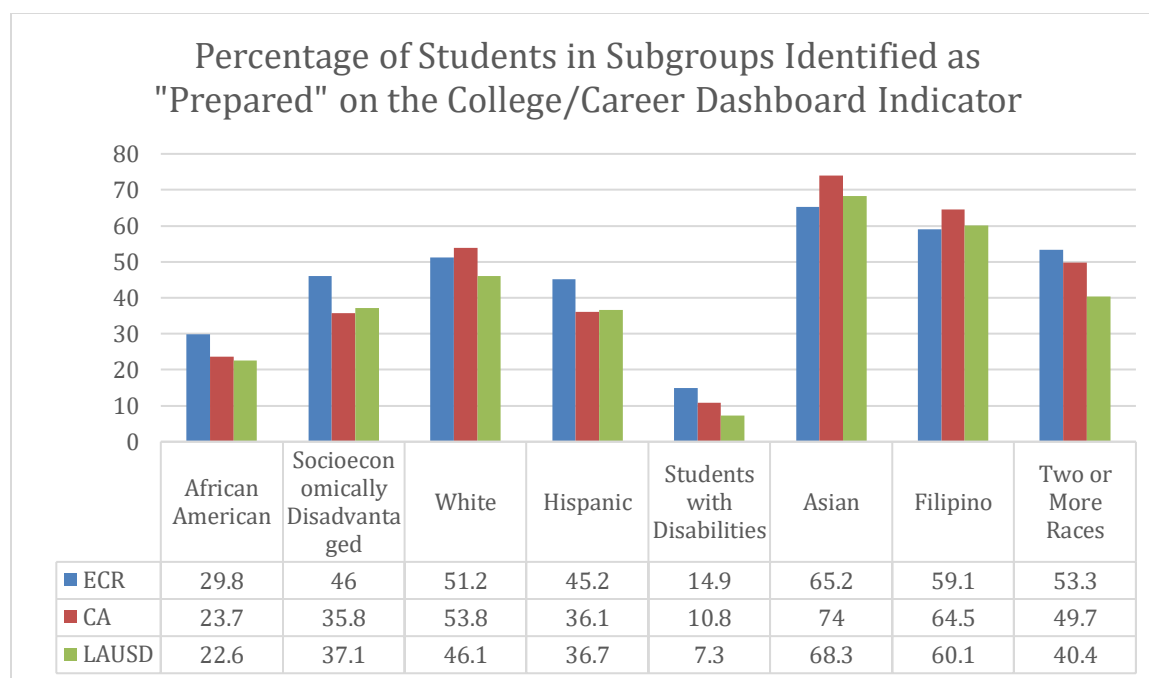


## College/Career

Although the College/Career Dashboard indicator for ECRCHS in 2019 was at a yellow level, of ECRCHS' 889 four-year cohort graduates in 2019, 50.2% reached the "Prepared" Level on the same Dashboard indicator, outperforming both the State and the District.



ECRCHS' student subgroups also consistently outperformed the State and District in College/Career preparedness. Specifically, in 2019, ECRCHS outperformed the District on six out of eight subgroups, and ECRCHS outperformed the State on five out of eight subgroups.



ECRCHS also shares the following additional data related to its efforts to prepare students for college:

- Advanced Placement (AP) course access and performance at ECRCHS are both strong:
  - ECRCHS currently offers 26 AP courses in a wide array of subjects for students in grades 10-12, including AP Physics, AP Statistics, AP Computer Science, AP Spanish Literature and Culture, AP Macroeconomics, AP Music Theory, AP Psychology, among others.
  - In 2019-2020, 926 students (27% of total enrollment) took 1,814 AP exams, achieving a score of “3” or higher on 71% of all AP exams taken. Students scored a “5” on 18% of AP exams. This represents an increase in participation from the previous year, when 767 students took 1,426 exams.
- The Class of 2020 had 411 students take the SAT. Students’ average score was 1152, and 65% of test takers met the applicable benchmarks in both English and math. This is in comparison to the State average score of 1065 and the National average of 1059.

### Suspension Rate

The Dashboard performance level for ECRCHS’ suspension rate in 2019 was orange due to a large number of suspensions related to the adolescent vaping epidemic. To address this issue, students who were found to be, or suspected of, vaping were assigned an online program called “Ripple Effects,” which discusses the dangers of vaping. Also, schoolwide class assemblies were held to specifically address the dangers of vaping. In the last three years, ECRCHS has seen an overall decrease in student suspensions. ECRCHS has implemented intervention strategies which have increased the collaborative between discipline and student support services to better serve our community of students. ECRCHS has put in place Multi-tiered System of Supports (MTSS) strategies, as well as expanded the intervention team by adding a school-wide Intervention Coordinator as well as subgroup coordinators (i.e., Latino Coordinator, African American Coordinator, and a LGBTQ+ Liaison). In addition to its two existing school psychologists, ECRCHS also added a schoolwide PSW, which allows the Charter School to proactively address and remedy behavior issues instead of reacting to them after behavioral problems occur.

Additionally, ECRCHS added a counselor to its Counseling Department to allow counselors to be more proactive regarding interventions. ECRCHS currently has two deans, one with a special education background and one who is bilingual, to help support our diverse student population. Lastly, the addition of student-led programs, such as the Step Team, have led to a decrease in student suspension.

In 2018-19, ECRCHS' suspension rate was 2.5%, which was lower than the State average, though higher than LAUSD's 1.3%. However, with the new approach to discipline, ECRCHS was able to reduce its suspension rate to 0.4% in 2019-20.

#### ECRCHS Suspension Rates

	2016-17	2017-18	2018-19	2019-20*
<i>School-wide</i>	1.9%	1.8%	2.5%	0.4%
<i>Black or African American</i>	4.8%	3.0%	4.8%	1.3%
<i>Asian</i>	0.6%	0.9%	1.4%	0.0%
<i>Filipino</i>	0.5%	0.5%	1.7%	0.0%
<i>Hispanic or Latino</i>	1.6%	1.9%	2.4%	0.6%
<i>White</i>	2.0%	1.8%	2.0%	0.4%
<i>Two or More Races</i>	1.7%	3.4%	4.6%	0.0%
<i>Students with Disabilities</i>	3.9%	3.1%	4.9%	1.8%
<i>Economically Disadvantaged</i>	2.4%	1.6%	3.1%	0.2%
<i>English Learners</i>	3.7%	0.8%	2.7%	0.0%

\* Preliminary data  
from Aeries

Zero students were expelled in 2019-20; only one student has been expelled since ECRCHS converted to a charter school. While District and State expulsion percentages are effectively 0-.1%, we are proud of our efforts to minimize expulsion except in the most extreme circumstances.

#### **Additional Data for Consideration at Renewal**

- (3) *In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*
  - (A) *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*



- (B) *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*
- (4) *Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).*

### **Year-over-Year Progress**

Three years ago, ECRCHS made the decision to use an internal assessment system to help better identify the academic needs of its entire student body. The Charter School selected the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (NWEA). The Charter School identified the MAP as being able to best meet its needs for a schoolwide assessment program to measure and support student growth and performance over time. NWEA has long developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. NWEA offers an array of assessment and analytical tools that are used by educators in more than 9,500 schools, districts, and education agencies in 145 countries to support student growth. The MAP is nationally recognized, externally produced, valid, peer-reviewed, and reliable.

MAP assessments provide ECRCHS' teachers with accurate and actionable evidence that helps them target instruction for each student and groups of students, regardless of how far above or below the students are from their grade level. The MAP assessments also connect to the largest set of instructional content providers, compared to competing products, which gives educators flexibility in curriculum choices to address the growth areas identified by the MAP results. The MAP data provides insights that make it simple for teachers to plan for differentiated instruction, develop interventions for struggling students, and understand what students are ready to learn next. The MAP also provides higher level reports gives the Charter School's administration the information needed to drive improvement and curriculum adaptations for the Charter School at large.

ECRCHS' teachers have used the MAP Growth student reports to present realistic learning goals by subject areas, so that each student can see their own individual progress and be inspired to take charge of their own learning. These reports also allow students and families to see the growth/progress the student has made over multiple years. The MAP provides easy-to-read charts and identified areas of growth so that students, parents, and staff can develop the best course of action to support and challenge students. Most of ECRCHS' intervention and support classes are based on the identified areas of growth extracted from the MAP assessments.

ECRCHS has given the MAP Math, Reading, and Language Usage assessments, and reviewed the data each assessment provided. Unfortunately, ECRCHS was not able to obtain data for 2019-2020 because of the COVID-19 outbreak. Also, some data points within the ethnicity charts below are not complete because, in some cases, there is not enough historical data to compare other subgroups.

The MAP Math assessment has been given to each individual class at ECRCHS. Again, ECRCHS is unable to provide any growth data for the Class of 2023 due to COVID-19. The Class of 2022 achieved RIT growth of 4.6 points, the Class of 2021 achieved RIT growth of 10.1 points, and the Class of 2020 achieved RIT growth of 10.7 points.

Some subgroups demonstrated growth consistent with the expected year-over-year growth as predicted by MAP; for those subgroups that did not demonstrate the expected growth, ECRCHS has implemented programs designed to raise the growth rate, as described below. This growth is

consistent with the expected year-over-year growth as predicted by MAP. The data was also broken down by ethnicity:

- Asian students: the Class of 2022 achieved RIT growth of 4.7 points, the Class of 2021 achieved RIT growth of 10.7 points, and the Class of 2020 achieved RIT growth of 11.6 points.
- Black/African American students: the Class of 2022 achieved RIT growth of 4.9 points, the Class of 2021 achieved RIT growth of 10.9 points, and the Class of 2020 achieved RIT growth of 9.3 points.
- Hispanic/Latino students: the Class of 2022 achieved RIT growth of 4.4 points, the Class of 2021 achieved RIT growth of 7.8 points, and the Class of 2020 achieved RIT growth of 10 points.
- White students: the Class of 2022 achieved RIT growth of 5.2 points, the Class of 2021 saw an RIT growth of 9.2 points, and the Class of 2020 saw an RIT growth of 12.6 points.

#### MAP TESTING MATH (SCHOOLWIDE)

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	236.2	237
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19
<b>Class of 2022</b>			
Fall 2018-2019	9	234.4	236
Winter 2018-2019	9	235.8	237
Spring 2018-2019	9	237.9	238
Fall 2019-2020	10	239	239
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19
<b>Class of 2021</b>			
Fall 2017-2018	9	233.2	234
Winter 2017-2018	9	236	237
Spring 2017-2018	9	238.7	238
Fall 2018-2019	10	238.3	238
Winter 2018-2019	10	240.6	241
Spring 2018-2019	10	241.8	242
Fall 2019-2020	11	243.3	244
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19
<b>Class of 2020</b>			
Fall 2017-2018	10	234.2	234
Winter 2017-2018	10	240.9	241
Spring 2017-2018	10	240	240

Fall 2018-2019	11	243.8	244
Winter 2018-2019	11	247	246
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	244.9	244
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

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#### **MAP TESTING MATH (ASIAN STUDENTS)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	245.2	246
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

#### **Class of 2022**

Fall 2018-2019	9	242.4	243
Winter 2018-2019	9	245.1	246
Spring 2018-2019	9	246.9	248
Fall 2019-2020	10	247.1	246
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

#### **Class of 2021**

Fall 2017-2018	9	241.3	243
Winter 2017-2018	9	244.4	246
Spring 2017-2018	9	248.3	248
Fall 2018-2019	10	248	249
Winter 2018-2019	10	249.6	252
Spring 2018-2019	10	252.4	253
Fall 2019-2020	11	252	253
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

#### **Class of 2020**

Fall 2017-2018	10	244.9	246
Winter 2017-2018	10	249.6	248
Spring 2017-2018	10	245.8	247
Fall 2018-2019	11	253.7	254
Winter 2018-2019	11	256.9	257
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	256.5	259
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

**MAP TESTING MATH (BLACK OR AFRICAN AMERICAN STUDENTS)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	228.2	231
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

**Class of 2022**

Fall 2018-2019	9	224.4	222
Winter 2018-2019	9	225.3	223
Spring 2018-2019	9	223.8	220
Fall 2019-2020	10	229.3	225
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

**Class of 2021**

Fall 2017-2018	9	229.3	228
Winter 2017-2018	9	229.5	228
Spring 2017-2018	9	233.4	233
Fall 2018-2019	10	231.3	249
Winter 2018-2019	10	235.4	231
Spring 2018-2019	10	235.4	237
Fall 2019-2020	11	240.2	242
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

**Class of 2020**

Fall 2017-2018	10	223.4	222
Winter 2017-2018	10	231.5	229
Spring 2017-2018	10	234.5	231
Fall 2018-2019	11	233	235
Winter 2018-2019	11	235.9	238
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	232.7	231
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

**MAP TESTING MATH (HISPANIC OR LATINO STUDENTS)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	230.2	231
Winter 2019-2020	9	No Test Given	COVID-19

Spring 2019-2020	9	No Test Given	COVID-19
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**Class of 2022**

Fall 2018-2019	9	230	230
Winter 2018-2019	9	231	233
Spring 2018-2019	9	232.8	233
Fall 2019-2020	10	234.4	233
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

**Class of 2021**

Fall 2017-2018	9	229	229
Winter 2017-2018	9	230.7	229
Spring 2017-2018	9	232.7	232
Fall 2018-2019	10	231.9	232
Winter 2018-2019	10	234.9	233
Spring 2018-2019	10	235.2	235
Fall 2019-2020	11	236.8	236
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

**Class of 2020**

Fall 2017-2018	10	227.6	227
Winter 2017-2018	10	235.6	234
Spring 2017-2018	10	234.9	236
Fall 2018-2019	11	236.8	236
Winter 2018-2019	11	239.5	237
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	237.6	237
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

**MAP TESTING MATH (WHITE STUDENTS)**

Term	Grade	Mean RIT	Median
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**Class of 2023**

Fall 2019-2020	9	239.7	241
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

**Class of 2022**

Fall 2018-2019	9	237	239
Winter 2018-2019	9	238.3	240
Spring 2018-2019	9	240.9	241

Fall 2019-2020	10	242.2	243
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

#### **Class of 2021**

Fall 2017-2018	9	234.4	236
Winter 2017-2018	9	237.7	238
Spring 2017-2018	9	239.3	239
Fall 2018-2019	10	240	241
Winter 2018-2019	10	242.9	244
Spring 2018-2019	10	2436	242
Fall 2019-2020	11	245.9	246
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

#### **Class of 2020**

Fall 2017-2018	10	236.7	237
Winter 2017-2018	10	242.8	243
Spring 2017-2018	10	242.8	242
Fall 2018-2019	11	248.4	249
Winter 2018-2019	11	252.3	252
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	249.3	249
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

The results of this positive growth can be attributed the concerted efforts of ECRCHS' Math Department to align the math curriculum at grade level as well as to build on prior knowledge vertically. The Math Department meets weekly to accomplish this goal. The Math Department also embeds CCSS questions in daily lessons to familiarize students with CCSS math concepts. Along with the CCSS anchor standards, the Math Departments placed an emphasis on critical analysis and having the students explain their answers both in writing and verbally. Students created Loom videos and used manipulatives to explain and justify their work. The Math Department also developed support classes to help support students who were not growing at the same pace as their peers.

The MAP Reading assessment has been given to each individual class at ECRCHS. ECRCHS is unable to provide any growth data for the Class of 2023 due to COVID-19. The Class of 2022 experienced an RIT growth of 1.5 points, the Class of 2021 had an RIT growth of 6.3 points, and the Class of 2020 had an RIT growth of 2.1 points.

This data was also broken down by ethnicity:

- Asian students: the Class of 2022 achieved RIT growth of 1.9 points, the Class of 2021 achieved RIT growth of 7.1 points, and the Class of 2020 achieved RIT growth of 2 points.
- Black/African American students: the Class of 2022 had an RIT score decrease of -0.3 points, the Class of 2021 achieved RIT growth of 7.5 points, and the Class of 2020 had an RIT score decrease of -3.3 points.

- Hispanic/Latino students: the Class of 2022 achieved RIT growth of 2.2 points, the Class of 2021 achieved RIT growth of 5.7 points, and the Class of 2020 achieved RIT growth of 2.3 points.
- White students: the Class of 2022 achieved RIT growth of 1.5 points, the Class of 2021 achieved RIT growth of 6.7 points, and the Class of 2020 achieved RIT growth of 5.4 points.

#### MAP TESTING READING (SCHOOLWIDE)

Class of	Term	Grade	Mean RIT	Median
<b>Class of 2023</b>				
	Fall 2019-2020	9	226.1	228
	Winter 2019-2020	9	No Test Given	COVID-19
	Spring 2019-2020	9	No Test Given	COVID-19
<b>Class of 2022</b>				
	Fall 2018-2019	9	225.7	227
	Winter 2018-2019	9	226	228
	Spring 2018-2019	9	225.5	227
	Fall 2019-2020	10	227.2	228
	Winter 2019-2020	10	No Test Given	COVID-19
	Spring 2019-2020	10	No Test Given	COVID-19
<b>Class of 2021</b>				
	Fall 2017-2018	9	223.4	226
	Winter 2017-2018	9	226.5	228
	Spring 2017-2018	9	223.8	226
	Fall 2018-2019	10	227.3	228
	Winter 2018-2019	10	228.3	230
	Spring 2018-2019	10	226.7	228
	Fall 2019-2020	11	229.7	231
	Winter 2019-2020	11	No Test Given	COVID-19
	Spring 2019-2020	11	No Test Given	COVID-19
<b>Class of 2020</b>				
	Fall 2017-2018	10	227.3	227
	Winter 2017-2018	10	228.4	229
	Spring 2017-2018	10	225.6	226
	Fall 2018-2019	11	228.8	229
	Winter 2018-2019	11	229.4	231
	Spring 2018-2019	11	No Test Given	CAASPP
	Fall 2019-2020	12	229.4	230
	Winter 2019-2020	12	No Test Given	COVID-19
	Spring 2019-2020	12	No Test Given	COVID-19

#### MAP TESTING READING (ASIAN STUDENTS)

Class of	Term	Grade	Mean RIT	Median
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**Class of 2023**

Fall 2019-2020	9	231.9	232
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

**Class of 2022**

Fall 2018-2019	9	229.7	232
Winter 2018-2019	9	230.1	231
Spring 2018-2019	9	230	232
Fall 2019-2020	10	231.6	233
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

**Class of 2021**

Fall 2017-2018	9	226.8	230
Winter 2017-2018	9	231.5	231
Spring 2017-2018	9	229.7	230
Fall 2018-2019	10	230.7	232
Winter 2018-2019	10	232.1	234
Spring 2018-2019	10	232.6	233
Fall 2019-2020	11	233.9	236
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

**Class of 2020**

Fall 2017-2018	10	229.8	232
Winter 2017-2018	10	232.2	235
Spring 2017-2018	10	228.3	228
Fall 2018-2019	11	232.8	233
Winter 2018-2019	11	234.5	235
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	231.8	234
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

**MAP TESTING READING (BLACK OR AFRICAN AMERICAN STUDENTS)**

Class of	Term	Grade	Mean RIT	Median
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**Class of 2023**

Fall 2019-2020	9	222.5	221
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

**Class of 2022**



Fall 2018-2019	9	220.9	219
Winter 2018-2019	9	220.1	224
Spring 2018-2019	9	217.4	219
Fall 2019-2020	10	220.6	221
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

#### **Class of 2021**

Fall 2017-2018	9	221.3	226
Winter 2017-2018	9	224.7	225
Spring 2017-2018	9	223.5	223
Fall 2018-2019	10	224.4	225
Winter 2018-2019	10	224.8	227
Spring 2018-2019	10	224.8	223
Fall 2019-2020	11	228.8	227
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

#### **Class of 2020**

Fall 2017-2018	10	225.4	224
Winter 2017-2018	10	225.5	226
Spring 2017-2018	10	220.4	220
Fall 2018-2019	11	222.5	224
Winter 2018-2019	11	224.2	226
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	222.1	227
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

#### **MAP TESTING READING (HISPANIC OR LATINO STUDENTS)**

Class of	Term	Grade	Mean RIT	Median
<b>Class of 2023</b>				
	Fall 2019-2020	9	222.5	224
	Winter 2019-2020	9	No Test Given	COVID-19
	Spring 2019-2020	9	No Test Given	COVID-19

#### **Class of 2022**

Fall 2018-2019	9	222.6	224
Winter 2018-2019	9	223.1	225
Spring 2018-2019	9	221.7	224
Fall 2019-2020	10	224.8	226
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

**Class of 2021**

Fall 2017-2018	9	220	222
Winter 2017-2018	9	222.6	224
Spring 2017-2018	9	218.5	221
Fall 2018-2019	10	224.2	225
Winter 2018-2019	10	224.9	226
Spring 2018-2019	10	223.2	225
Fall 2019-2020	11	225.7	228
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

**Class of 2020**

Fall 2017-2018	10	223.8	224
Winter 2017-2018	10	224.9	225
Spring 2017-2018	10	222.1	222
Fall 2018-2019	11	225.5	226
Winter 2018-2019	11	225.2	227
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	226.1	228
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

**MAP TESTING READING (WHITE STUDENTS)**

Class of	Term	Grade	Mean RIT	Median
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**Class of 2023**

Fall 2019-2020	9	228.4	230
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

**Class of 2022**

Fall 2018-2019	9	228.1	229
Winter 2018-2019	9	228.2	230
Spring 2018-2019	9	228.7	230
Fall 2019-2020	10	229.6	231
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

**Class of 2021**

Fall 2017-2018	9	225.1	227
Winter 2017-2018	9	227.5	229
Spring 2017-2018	9	225.3	227
Fall 2018-2019	10	229.1	231
Winter 2018-2019	10	230.1	232

Spring 2018-2019	10	228.2	230
Fall 2019-2020	11	231.8	233
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

#### **Class of 2020**

Fall 2017-2018	10	228.4	229
Winter 2017-2018	10	229.7	231
Spring 2017-2018	10	228	228
Fall 2018-2019	11	231.5	233
Winter 2018-2019	11	233	235
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	233.8	235
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

The Map Language Usage assessment has been given to each individual class at ECRCHS. Growth rate data is not available for the Class of 2023 due to COVID-19. The Class of 2022 experienced an RIT growth of 2.3 points, the Class of 2021 had an RIT growth of 6 points, and the Class of 2020 had an RIT growth of 5.5 points. The data was also broken down by ethnicity:

- Asian students: the Class of 2022 achieved RIT growth of 2.8 points, the Class of 2021 achieved RIT growth of 7.4 points, and the Class of 2020 achieved RIT growth of 4.3 points.
- Black/African American students: the Class of 2022 had an RIT score decrease of -1.8 points, the Class of 2021 achieved RIT growth of 8.4 points, and the Class of 2020 achieved RIT growth of 3.4 points.
- Hispanic/Latino students: the Class of 2022 achieved RIT growth of 2.3 points, the Class of 2021 achieved RIT growth of 5.4 points, and the Class of 2020 achieved RIT growth of 6.8 points.
- White students: the Class of 2022 achieved RIT growth of 2.7 points, the Class of 2021 achieved RIT growth of 6.2 points, and the Class of 2020 achieved RIT growth of 7.6 points.

#### **MAP TESTING LANGUAGE USAGE (SCHOOLWIDE)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	224.7	226
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

#### **Class of 2022**

Fall 2018-2019	9	223.3	225
Winter 2018-2019	9	224.4	226
Spring 2018-2019	9	224.9	227
Fall 2019-2020	10	225.6	227
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

**Class of 2021**

Fall 2017-2018	9	222.7	224
Winter 2017-2018	9	223.4	224
Spring 2017-2018	9	224.5	226
Fall 2018-2019	10	225.1	226
Winter 2018-2019	10	226.4	227
Spring 2018-2019	10	227.4	229
Fall 2019-2020	11	228.7	230
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

**Class of 2020**

Fall 2017-2018	10	224.6	225
Winter 2017-2018	10	224.8	225
Spring 2017-2018	10	225.3	226
Fall 2018-2019	11	228.8	229
Winter 2018-2019	11	229.4	231
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	230.1	230
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

**MAP TESTING LANGUAGE USAGE (ASIAN STUDENTS)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	231	231
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

**Class of 2022**

Fall 2018-2019	9	227.8	229
Winter 2018-2019	9	229.7	230
Spring 2018-2019	9	230	230
Fall 2019-2020	10	230.6	231
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

**Class of 2021**

Fall 2017-2018	9	226.9	229
Winter 2017-2018	9	228.3	229
Spring 2017-2018	9	229.3	231
Fall 2018-2019	10	229.1	231
Winter 2018-2019	10	231	232

Spring 2018-2019	10	232.5	235
Fall 2019-2020	11	234.3	234
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

#### **Class of 2020**

Fall 2017-2018	10	229.7	230
Winter 2017-2018	10	229.3	229
Spring 2017-2018	10	229.7	231
Fall 2018-2019	11	234.2	233
Winter 2018-2019	11	233.6	233
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	234	235
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

#### **MAP TESTING LANGUAGE USAGE (BLACK OR AFRICAN AMERICAN STUDENTS)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	219.8	225
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19

#### **Class of 2022**

Fall 2018-2019	9	219	229
Winter 2018-2019	9	NA	NA
Spring 2018-2019	9	213.8	209
Fall 2019-2020	10	217.2	218
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19

#### **Class of 2021**

Fall 2017-2018	9	219.8	221
Winter 2017-2018	9	222.1	224
Spring 2017-2018	9	222.2	222
Fall 2018-2019	10	222.2	222
Winter 2018-2019	10	222.3	222
Spring 2018-2019	10	225.8	226
Fall 2019-2020	11	228.2	229
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19

#### **Class of 2020**

Fall 2017-2018	10	220.4	220
Winter 2017-2018	10	219.4	219
Spring 2017-2018	10	219.3	219
Fall 2018-2019	11	222.1	222
Winter 2018-2019	11	224.6	228
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	223.8	224
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

#### **MAP TESTING LANGUAGE USAGE (HISPANIC OR LATINO STUDENTS)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	221	222
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19
<b>Class of 2022</b>			
Fall 2018-2019	9	220.2	222
Winter 2018-2019	9	221.8	224
Spring 2018-2019	9	222	224
Fall 2019-2020	10	222.5	223
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19
<b>Class of 2021</b>			
Fall 2017-2018	9	219.3	221
Winter 2017-2018	9	220.3	221
Spring 2017-2018	9	221.1	222
Fall 2018-2019	10	221.6	222
Winter 2018-2019	10	222.5	224
Spring 2018-2019	10	224	225
Fall 2019-2020	11	224.7	226
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19
<b>Class of 2020</b>			
Fall 2017-2018	10	219.9	221
Winter 2017-2018	10	221.4	222
Spring 2017-2018	10	222.6	223
Fall 2018-2019	11	224.6	226
Winter 2018-2019	11	224	225
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	226.7	226

Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

#### **MAP TESTING LANGUAGE USAGE (WHITE STUDENTS)**

Term	Grade	Mean RIT	Median
<b>Class of 2023</b>			
Fall 2019-2020	9	226.8	228
Winter 2019-2020	9	No Test Given	COVID-19
Spring 2019-2020	9	No Test Given	COVID-19
<b>Class of 2022</b>			
Fall 2018-2019	9	225.2	227
Winter 2018-2019	9	226	228
Spring 2018-2019	9	227.8	230
Fall 2019-2020	10	227.9	229
Winter 2019-2020	10	No Test Given	COVID-19
Spring 2019-2020	10	No Test Given	COVID-19
<b>Class of 2021</b>			
Fall 2017-2018	9	224.1	225
Winter 2017-2018	9	224	225
Spring 2017-2018	9	225.3	226
Fall 2018-2019	10	226.7	228
Winter 2018-2019	10	228.2	230
Spring 2018-2019	10	228.3	230
Fall 2019-2020	11	230.3	232
Winter 2019-2020	11	No Test Given	COVID-19
Spring 2019-2020	11	No Test Given	COVID-19
<b>Class of 2020</b>			
Fall 2017-2018	10	226.5	227
Winter 2017-2018	10	226.5	227
Spring 2017-2018	10	226.2	226
Fall 2018-2019	11	230.8	232
Winter 2018-2019	11	231.5	232
Spring 2018-2019	11	No Test Given	CAASPP
Fall 2019-2020	12	234.1	235
Winter 2019-2020	12	No Test Given	COVID-19
Spring 2019-2020	12	No Test Given	COVID-19

Although ECRCHS did not experience the same growth in Reading and Language Usage as it did in Math, it did see growth for most of its subgroups. The one subgroup that did not see the same growth as others was Black/African American students. As a school we have identified this area of growth and have begun to address it in a variety of ways. The Charter School has

made a concerted effort to bring a culturally proficient curriculum to ECRCHS. ECRCHS has invested in its professional development and has brought in The Howard Group to discuss various topics on cultural proficiency with a focus on the Black/African American student. ECRCHS has an African American Intervention Coordinator to help and support these students by reviewing grades, providing small group assemblies, and attending parent meetings to help close the growth gap. The English Department has adopted the Springboard curriculum developed by the College Board to create an aligned curriculum within the English Department. The aligned curriculum with the balanced approach of a culturally proficient curriculum is expected to support growth in Reading and Language Usage.

### Strong Postsecondary Outcomes

ECRCHS has worked to increase the number of students who graduate and move on to the post-secondary education of their choosing. The Charter School has done this by stressing the importance of, and programmed all our students into, A-G classes. ECRCHS added rigor to the 9<sup>th</sup> grade academic program by requiring freshman to take at least three A-G classes and providing qualifying freshman an opportunity to take AP level coursework. Lastly, the Charter School expanded its partnership with Pierce College by offering a Dual Enrollment program, in addition to concurrent enrollment community college classes offered after school.

While it is understood that not all students will apply to or attend a UC or CSU, ECRCHS believes enrolling students in A-G classes provides them the best opportunity to succeed when they do attend their post-secondary option of their choosing.

The importance of maintaining a rigorous schedule is communicated to students and parents/guardians, and the Charter School has implemented a policy that if a student wants to drop out of an A-G class, the parent/guardian will have to speak to the student's counselor to receive all the information needed to make a well-informed decision. Over the past two years, the percentage of students attending two- and four-year colleges during their first year after high school has increased. The concerted schoolwide effort has resulted in a 23% increase of students attending a college after high school, with a 17% increase in the number of students attending a two-year college and a 6% increase in the number of students attending a four-year college.

- College enrollment at ECRCHS exceeds 90%: over 90% of its graduating class have gone on to attend college each year since ECRCHS' conversion to a charter school. Of the graduating Class of 2020, 53% self-reported that they were accepted to a four-year college.

Count of Students Enrolled in College at Any Time During the First Year After High School						
Class of	2017		2018		2019	
Total in Class (based on SIS enrollment numbers)	969		901		873	
Total Enrolled*	728	75%	808	90%	859	98%
Total in Public*	679	70%	744	83%	802	92%
Total in Private*	49	5%	64	7%	57	6%
Total in 4-Year*	288	30%	300	33%	316	36%
Total in 2-Year*	440	45%	508	57%	543	62%
Total In-State*	667	69%	727	81%	766	88%
Total Out-Of-State*	61	6%	81	9%	93	10%



\* Enrolled based on post-secondary numbers from the National Student Clearinghouse

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**A charter petition eligible for renewal pursuant to Section 47607.2(b) must be granted a renewal term of five (5) years. As demonstrated by the evidence above, ECRCHS meets the renewal criteria under Section 47607.2(b), and should be granted a renewal term of five years.**

**b. Success of the Innovative Features of the Educational Program**

In addition to continuing and expanding ECRCHS' long-standing reputation for excellence in academic competitions and challenging enrichments for students, expanding professional development opportunities for teachers, and leveraging resources to better support our excellent teachers and staff, ECRCHS has engaged in a reenergized focus in the last few years to create programs that serve the specific needs of its student subgroups and at-promise students.

ECRCHS has a long-standing college-bound culture and supports its students by providing a highly effective College Office staffed by two full-time college counselors. These counselors provide students and families with access to pertinent college information through events such as roundtable talks, college information sessions, financial aid workshops, and meetings with parents/guardians by grade level, among others. Additionally, the College Office offers a program called Peer College Counseling (PCC). This year-and-half program trains students to educate the student body and community about the college process. Along with PCC, the College Office has a relationship with an independent college counselor that offers college focused workshops ranging from testing to essay advice. The College Office also coordinates college visits, including four-year universities, international universities, community colleges, gap year programs, military service, for students to attend and learn more about prospective schools and programs.

ECRCHS serves a large and highly diverse student body and is committed to each student's success. To this end, an Intervention team was developed in 2017 to focus more closely on ECRCHS' at-promise students as well as its subgroups. ECRCHS has an Intervention Coordinator that focuses on both identifying students at-promise, and developing programs that allow these students to receive extra academic and social-emotional support. For example, in 2019 ECRCHS added essential skills classes in both English and math to provide students with the support needed to improve their skills and succeed in their classes. Additionally, in 2020 ECRCHS added a mentorship program called Academic Involvement and Mentoring (AIM) for incoming freshmen. The program allows new students to make connections with their peers and ease the transition to high school. As part of the Intervention Team, ECRCHS employs a Latino Coordinator, African American Coordinator, and a LGBTQ+ Liaison. In adding these positions to its Intervention Team, ECRCHS is able to support student subgroups and students that need the extra attention.

El Camino Real's curriculum reflects the diversity of its student body. For example, multicultural literary works are taught in English Language Arts (ELA), and units themes across the ELA curriculum likewise reflect the diversity at ECRCHS. ECRCHS supports the unique interests of students through electives that are specialized, such as Shakespeare Survey, Filmmaking, and Women in Technology (in planning stages). Teachers also create their own course materials to meet their students' needs. For example, the Chemistry Department wrote its own textbook online and the English Department often uses a unique

vocabulary development assignment (Stylebook) that is individualized and improves students' writing abilities.

ECRCHS has begun replacing old classroom furniture with new and innovative furniture that encourages learner-centered discussions and learning. We attempt to serve each student through innovative programs and practices, and continually monitor our progress to identify areas of success and opportunities for improvement. For example, a new Ethnic Studies class is being developed as part of efforts to expand ECRCHS' multicultural curriculum. ECRCHS wants to ensure that students receive instruction that is challenging, culturally proficient, and representative of the ever-changing population of our school

## **21<sup>ST</sup> CENTURY CLASSROOM INITIATIVE**

In the fall of 2018-19, led by our Executive Director, ECRCHS embarked on a remarkable transformation in the acquisition and deployment of technology. ECRCHS' 21<sup>st</sup> Century Classroom Initiative leverages technology to support our vision of empowering students to be independent learners, think critically, collaborate confidently and work passionately. Realizing that our students have different learning styles and different abilities, providing each with their own laptop device for use in the classroom and at home allows us to educate students innovatively by individualizing the learning process for everyone. Use of technology encourages active participation in the learning process, helping students learn at their own speed, review difficult concepts or skip ahead as appropriate. In addition, technology provides more opportunities for struggling or disabled students to progress by allowing them to access difficult curriculum at a comfortable pace.

Below is information that explains the characteristics of a 21<sup>st</sup> Century Classroom. These characteristics became the blueprint to determine what equipment and infrastructure was needed in order to be successful in this initiative.

- *1:1 Device:* Assigning each student their own laptop device to use in the classroom and also take home allows ECRCHS to educate our students innovatively by being able to do more individualized learning and making information more accessible at their fingertips.
- *Interactive Whiteboard (IWB):* Student engagement is crucial and IWB makes it easy for students to focus on learning. IWB is a tool that teachers can use as part of the delivery of their instruction to students. In the past, when teachers wrote their lecture on the whiteboard, the content stayed on the whiteboard and was erased at the end of every class. With IWB, the lectures on the whiteboard now becomes digital content that students can copy to their devices, allowing them to access it anytime and anywhere with their school-issued device.
- *Learning Management System (LMS):* This is the most fundamental component in the 21<sup>st</sup> Century Classroom initiative. LMS is a learning platform that allows administrators, teachers, students, and parents/guardians to access a collaborative environment on the internet to access course content. Teachers are able to manage their class and deliver course content, students can retrieve information and submit coursework, and parents/guardians can guide their child's progression of learning all in one platform.
- *Formative Assessment Tool:* The use of technology to deliver instruction and to assess students generates real-time performance data that administrators can use to leverage data driven instruction.
- *Learning Applications:* Every subject area has a preference as to which applications they can use to leverage the use of technology in their classroom. Identifying them and ensuring that

teachers are getting adequate professional development is what makes these applications effective.

### Microsoft Windows and Office 365

ECRCHS selected Microsoft (MS) as the ideal educational platform for our 1:1 laptop devices, leveraging the use of Microsoft applications to facilitate increased student outcomes and greater educational transformation success school-wide. While the Google platform is predominantly used by other schools, ECRCHS believes that using the Microsoft suite makes students college and career ready, as most employers today seek proficiency in Microsoft Office applications running within the Microsoft Windows operating system.

To help with the transition to Microsoft, MS experts flew in from Seattle to help ECRCHS design and execute the implementation of Microsoft Intune, a Mobile Device Management (MDM) system, designed to both enroll and manage school devices at the Enterprise level without the use of a third-party client. Use of Microsoft Intune led to the flawless policy and application deployment of over 3800 devices to our students and teachers in the first year of our 21<sup>st</sup> Century Classroom Initiative.

Adoption of Microsoft Office 365 and more specifically, Microsoft Teams and OneNote, has provided a seamless transition to a more digital workspace in the first year of the initiative. The use of Microsoft School Data Sync (SDS) became the conduit to populate classes and students from our Student Information System (SIS) to Microsoft Teams. Teachers were able to create Class Notebooks that became a vital tool in increasing student productivity and collaboration – conversations, online meetings, shared files, student tasks, etc. – available in a single application and a single interface. MS Teams and OneNote quickly became the cloud-based solution for student and teacher communication, collaboration, and creativity.

ECRCHS' commitment to becoming a leader in the digital transformation of our teaching and learning environment earned ECRCHS the Microsoft Showcase School distinction in 2019-2020. ECRCHS' commitment to innovation, ingenuity and passion in transforming learning and envisioning what is possible for our teachers and students also earned our school community a nomination for MS' prestigious Microsoft Flagship School Program.

### **c. Success of the Charter School's Educational Program in Meeting the Specific Needs of Its Student Population**

ECRCHS serves a highly diverse student community. In 2019-2020, the racial breakdown of the student body was 40% White, 31% Hispanic/Latino, 15% Asian/Filipino/Pacific Islander, 4% African American, 7% Two or More Races, and American Indian less than 1% (note that 3% declined to report). In 2019-2020, 33% of students qualified for the FRPM program, 10.5% qualified for special education, 2% were EL students, and 19.5% were Reclassified Fluent English Proficient (RFEP).

ECRCHS provides all students with a premier, public high school experience that prepares them to meet the challenges of the 21<sup>st</sup> century. As detailed above, ECRCHS has progressed in closing the achievement gap among its subgroups, increasing reclassification of EL students, increasing graduation rates – especially in subgroups that traditionally had lower graduation rates – and increasing student engagement in school activities.

In addition, ECRCHS offers seven specialized programs that cater to students with specific career interests, unique learning styles, and those who require additional support in preparation for college. These programs provide a more personalized environment within a large school setting:

- Humanitas Global Studies Academy: College preparatory program that connects English, history, science and the arts. Students take all of their core courses within this program.
- CEA: This course track exposes students to different career paths in the entertainment industry, such as film production and broadcast journalism.
- Visual Performing Arts Program: This course track encourages artistic expression through theatre, choral, musical instruments, dance and visual arts.
- STEAM (Science, Technology, Engineering, Arts, and Math) program: This program integrates arts into the STEM fields and provides students with the skills and collaborative experiences needed to succeed in college and career. There is also a College Prep and Honors option within the STEAM program.
- Advancement Via Individual Determination, or AVID: This program is dedicated to closing the achievement gap by providing academic and motivational support to students who are traditionally underrepresented in higher education. AVID utilizes research-based strategies and curriculum to prepare these students for success in high school, college, and career. Students take all of their core courses within this program.
- Alternative Education Program: This program utilizes individual learning plans to assist students who experience difficulty learning in a traditional classroom environment. This program offers smaller class sizes and more individualized guidance, and assists students who have fallen behind with credit recovery opportunities. Students are recommended to this program by their guidance counselor, and may begin the program as early as the sophomore year. Students who graduate from this program receive an ECRCHS diploma.
- Independent Study Program: This program assists students who are unable to attend school in the traditional five days per week format. It is designed for students with special interests and abilities, scheduling problems or individual needs that cannot be accommodated in the traditional school program. Students will not be placed in the Independent Study Program unless they meet the criteria described herein and have Charter School approval and the approval of the parent/guardian. Generally speaking, independent study students must have an innate drive in order to succeed in this type of program. Students will not be placed at the North Campus Property unless there is a desire by the student, their family, or it is in their best interest as determined by the staff and family. The Charter School will adhere to the legal requirements of Education Code sections 51745(c) and 51747(c). This program offers courses that meet the CSU/UC college A-G course requirements. All courses are offered online as well as on campus from highly qualified ECRCHS teachers. Students must meet all independent study eligibility requirements. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn. Students who graduate from this program receive an ECRCHS diploma.

Enrollment in these programs is optional. Counselors discuss these programs with eighth-grade students during middle school visits, and students may express interest in these programs during the initial planning meeting with their counselor. Counselors may also identify students who would benefit from enrollment in certain academies, and recommend this pathway to students and parents/guardians.

**d. Areas of Challenge the Charter School Has Experienced and How They Will Be Improved in the New Charter Term**

ECRCHS is constantly evaluating its successes and areas of challenge in an effort to improve student outcomes.

***Challenge #1: Develop and implement data driven and current educational research instruction for all students.***

ECRCHS is currently working on creating, defining, and implementing a schoolwide system and structure that allows a thorough creation (where needed) and analysis of data so that data drives instruction while incorporating current educational research in curriculum and instruction. ECRCHS will continue to provide training and more collaboration time to ensure common faculty understanding of CCSS, curriculum mapping, and the creation, usage, implementation and accountability of both formative and summative assessment data.

ECRCHS has identified the means to meet the area of challenge:

- Implement key instructional shifts in CCSS/Next Generation Science Standards (NGSS) that prioritize student skills/competencies rather than content.
- Understand and gain knowledge as the guiding principles of instruction.
- Provide professional development on current research-based instructional strategies and teaching methods.
- Build the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions.

ECRCHS has implemented the following strategies to address areas of challenge. ECRCHS has contracted with NWEA to administer MAP. MAP is an online assessment that is aligned to CCSS. The test is administered three (3) times a year. We evaluate this data as part of our MTSS plan. We evaluate the RIT score generated from MAP and place students who score below grade level in support classes.

As a school, ECRCHS decided it was necessary to implement more common planning time for teachers. In the fall of 2018, ECRCHS changed the regular day schedule by having students start at 9:00 am every Wednesday so that teachers can have additional time before students arrive at school to work on a variety of research-based instructional strategies and teaching methods. Department Retreat time also allows for the expansion of professional development opportunities. Departments utilize this time to develop CFAs, interim/benchmark assessments to measure student mastery of CCSS, and to predict students' end of the year proficiency, along with monitoring students' progress toward longer-term goals, inform instruction, and identify support for struggling students. Training on current research based instructional practice and curriculum with resources, tools is provided through literacy coaches and outside consultants, as well as through attendance at outside conferences.

***Challenge #2: Solidify a clear school-wide identity in terms of College and Career Readiness.***

ECRCHS continues to solidify a clear schoolwide identity in terms of College and Career Readiness by identifying the needs to meet the desired outcomes:

- Reinforcing the "college prep" orientation of the Charter school.
- Strengthening the connection between student learning and real-world relevance (including career planning).

ECRCHS has provided time for counselors to inform the staff, students, and parents/guardians regarding A-G, SAT, ACT. We also use Naviance lessons starting in 9th grade for college and career readiness. Additionally, the Business Technology Department has added the following elements in their curriculum to support a college and career culture: Resume writing, Career Profile, and Budget Analysis. The Business Technology Department provides a pathway for students to earn up to 9 college units through the following classes: Computer Literacy, AP Computer Science, and AP Computer Science Principles.

AVID tutorials now include 9th grade College and Career Readiness classes and have been utilized in after school math classes to support students in their pursuit to complete A-G requirements. Counselors now utilize AP potential lists to encourage students and their parents/guardians to sign up for AP classes. Additionally, Graphic Arts is now the “F” requirement of A-G under Visual Performing Arts not Tech Art; students can also receive college credit for this class through Pierce Community College as Art 604.

ECRCHS entered into an agreement with Pierce Community College to offer a Dual Enrollment program on ECRCHS’ campus. Current 11th and 12th grader students now have the opportunity to take actual college courses while enrolled at ECRCHS, earning up to 36 college units before they graduate from high school.

Project Lead the Way training is an integral part of our STEAM program. Students have the ability to choose from two pathways while in the program: Biomed, and Engineering. The STEAM program allows students the opportunity to enroll in college preparatory classes and to prepare for college and career opportunities.

***Challenge #3: Ensure that all students receive personalized support, especially the underperforming subgroups, to succeed.***

ECRCHS continues to develop and communicate clearly defined roles for student support personnel (security/intervention coordinator, attendance coordinator, counselors, school psychologists, etc.), and creates and communicates clearly defined protocols for referring students to the support personnel in order to proactively identify students in need of intervention.

ECRCHS has identified the means to meet the area of challenge:

- Closing existing achievement gaps.
- Improving the 9th grade transition to high school.
- Expanding intervention services – during school and extended day – to students of all grades requiring additional support.
- Providing non-academic supports that meet the holistic needs of students.
- Develop professional development track to help teachers reach students from different subgroups.
- While the average class size has dropped since conversion to charter, despite increased enrollment over the last two years (from 3,356 in 2018-2019 to 3,464 in 2019-2020), we would like to take measures to further lower class sizes.

ECRCHS has developed a Summer Bridge program to meet the needs of our incoming freshmen. During the summer before 9th grade, every incoming admitted ECRCHS student will have the opportunity to participate in a four- to six-week Summer Bridge Program, which is conducted by an ECRCHS English, math, or Resource teacher. Students are assessed for their high school readiness, math, reading, and

writing abilities. For students performing well below grade level expectations, emphasis is placed on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization

The Intervention Coordinator tracks student progress through Aeries, as well as parent/guardian outreach in support of student progress. A Latino Coordinator and African American Coordinator works with families and struggling students as well as with teachers, counselors, deans, psychologists, and administrators to develop strategies to address the educational needs of our students in subgroups that have been historically underserved in public education. Additionally, ECRCHS offers an AP Night that includes workshops for underrepresented students to grow their participation rates in AP courses. ECRCHS also employs a Foster and Homeless Youth Coordinator to coordinate and support the needs of our foster and homeless youth populations.

Student Support and Progress Team (SSPT) meetings are used to identify and address students' individualized needs, based on input from various stakeholders who provide input/data and develop interventions. SSPT meetings are used to monitor these students and their progress, and add or change interventions as appropriate.

ECRCHS has three non-traditional programs to meet the needs of the student body:

1. Online programs:
  - a. Cyber High: Students are encouraged to sign up after school and go to the various teacher's office hours to get help and take exams.
  - b. 600 students utilize this as credit recovery annually.
  - c. Special Education also offers Acellus, an online accelerated learning program.
2. Alternative Education Program:
  - a. Classes are offered by subject during the day. Students can schedule a single period or more.
  - b. Classes are smaller, built and designed to allow students opportunities to make up credits.
3. Independent Study:
  - a. Students meet with their supervising teacher weekly.
  - b. Students meet with academic course teachers and attend seminars and workshops as needed.

***Challenge #4: Build community, organizations and parents' capacity as partners in supporting and monitoring their child's educational progress.***

ECRCHS continues to build community, organizations and parents' capacity as partners in supporting and monitoring their children's educational progress

ECRCHS has identified the means to meet the area of growth:

- Improving school-to-home communication.
- Increasing parental input into school decision-making.
- Increasing parental participation in programs serving targeted students and subgroups.

At the parent group meetings, ECRCHS reviews and helps parents/guardians access Aeries and Canvas and show them the multiple functions of each, which include but are not limited to attendance, gradebooks, and understanding which courses are A-G courses. At the beginning of each school year – at New Students Nights and the first week of school – ECRCHS introduces the Aeries and Canvas portals to our incoming new students and review the functions of both. We help parents/guardians and students

sign-up/login into Aeries and Canvas. ECRCHS also produced “how-to” informational videos for people to watch and follow. We send home information to our returning parents/guardians to make sure they have the login information for Aeries and Canvas for the upcoming year. Student Support Services also offers four workshops annually for parents/guardians to help them navigate these systems and inform them of the rights they have as parents/guardians of a student in the Student Support Services Department.

The Executive Director meets monthly with parents/guardians for coffee to discuss a variety of school related topics. The Counseling office, including the College office, hosts monthly events to disseminate information related to school and college activities. Our parent/guardian groups have established monthly meetings to increase parental and community engagement. The following established groups are at ECRCHS: Padres Latinos de ECR, ELAC, RISE, School Site Council, School Safety Committee, and Friends of ECR.

- Los Padres Latinos de ECR is a parent group for the parent/guardian of Latino students. They provide college and career information to parents/guardians in the community, hold events throughout the year to promote community participation such as the Multicultural Fair, and have guest speakers talk to parents/guardians about current issues facing students.
- ELAC is composed of parents/guardians of children in the ELD program. Parents/guardians meet to understand the reclassification process and discuss any issues concerning their students’ academic progress.
- RISE is an African American parent-led group that meets once a month to discuss college and career information with parents/guardians in the community. RISE holds events throughout the year and promotes community participation. Additionally, RISE has guest speakers talk to parents/guardians about current issues facing student.
- The School Site Council is a stakeholder group comprised of teachers, administrators, parents/guardians, and students that functions as an advisory committee to the Charter School’s Executive Director. The School Site Council meets once a month to review school-related policies.
- The School Safety Committee is a stakeholder group comprised of teachers, administrators, parents/guardians, the School Safety Coordinator, and a school safety officer. This committee regularly reviews ECRCHS’ school safety plan, guidelines, and procedures.
- Friends of ECR is a parent/guardian group that meets monthly to discuss fundraising activities and Charter School needs.

## **STUDENT POPULATION TO BE SERVED**

### **3. Target Population**

ECRCHS serves students in grades 9-12. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents the local communities of the Charter School’s former attendance boundaries - Woodland Hills, West Hills and Canoga Park - as well as other surrounding areas that are home to students who enter the Charter School through open enrollment. Approximately 51% of ECRCHS students reside within the Charter School’s former attendance boundary. Students who reside outside the former attendance boundary represent 61 zip codes, with the greatest concentration coming from Canoga Park, Woodland Hills, and Reseda. ECRCHS’ tradition of excellence has contributed to a wait list of approximately 300 students from outside the attendance boundary. ECRCHS strives to foster a community atmosphere within the Charter School that both maintains a familiar environment



for local families as well as creates a welcoming environment for families who reside outside the local community.

As noted above, ECRCHS is located in Woodland Hills. The nearest traditional public high school is Canoga Park Senior High, located 3.6 miles away, and Taft Charter High School is the next closest traditional high school, located 5.3 miles away. Three other traditional LAUSD high schools in the area near ECRCHS converted to charter schools as well: Cleveland, Reseda, and Chatsworth (these schools, like ECRCHS, continue to enroll all students who wish to attend who reside in their former attendance boundaries; students from outside these boundaries apply for enrollment and, if necessary, are offered spots through a lottery). In addition, Ivy Academia, a K-12 independent charter school, has a high school campus that is located 3.6 miles from ECRCHS

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA									
Address: 5440 Valley Circle Blvd, Woodland Hills, CA 91367									
LAUSD Schools	# of Students 2019-2020	% of SD	% of SPED	% of ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2019 SBAC ELA % Met/Exceeded Standards	2019 SBAC Math % Met/Exceeded Standards
Canoga Park Sr. HS (3.9 miles)	1,427	88%	15%	20%	Latino 87%	White 6%	AA 3%	58%	11%
<b>Charter Schools</b>									
Cleveland Charter HS (9.5 miles)	3,050	67%	9%	11%	Latino 61%	White 16%	Asian 13%	69%	42%
Chatsworth Charter HS	1,641	71%	15%	10%	Latino 66%	White 15%	Asian 8%	61%	29%
<b>ECRCHS*</b>	<b>3,523</b>	<b>38%</b>	<b>8%</b>	<b>2%</b>	<b>White 40%</b>	<b>Latino 31%</b>	<b>Asian 9%</b>	<b>59%</b>	<b>41%</b>
Ivy Academia (K-12) (3.6 miles)	612	46%	8%	13%	Latino 59%	White 14%	Filipino 8%	50%	31%
Reseda Charter HS (8.7 miles)	1,371	83%	18%	16%	Latino 71%	White 13%	Asian 7%	44%	30%
Taft Charter HS (5.2 miles)	2,352	61%	10%	5%	White 41%	Latino 39%	AA 7%	66%	41%

#### 4. Enrollment Plan

ECRCHS is currently authorized to serve 3,800 students in grades 9-12. The chart below reflects ECRCHS' enrollment plan over the next charter term:

##### Enrollment Plan

General Education Program	2021-22	2022-23	2023-24	2024-25	2025-26
9 <sup>th</sup> grade	886	886	886	850	850
10 <sup>th</sup> grade	875	875	875	850	850
11 <sup>th</sup> grade	860	860	860	860	860
12 <sup>th</sup> grade	860	860	860	840	840
Total	3,481	3,481	3,481	3,400	3,400
Alternative Education and Independent Study	2021-22	2022-23	2023-24	2024-25	2025-26
9 <sup>th</sup> grade	5	5	5	50	50
10 <sup>th</sup> grade	10	10	10	75	75
11 <sup>th</sup> grade	50	50	50	125	125

12 <sup>th</sup> grade	80	80	80	150	150
Total	145	145	145	400	400
<b>Grand Total</b>	<b>3,626</b>	<b>3,626</b>	<b>3,626</b>	<b>3,800</b>	<b>3,800</b>

## GOALS AND PHILOSOPHY

### 5. Mission and Vision

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

We envision a charter school community, highly regarded for its innovative teaching methods, that empowers students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future in the world they will inherit.

#### **The Expected Student Learning Outcomes (SLO's):**

To succeed in a changing global community, all ECRCHS 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.
- Reassess 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 the 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.

**6. An “Educated Person” in the 21<sup>st</sup> Century**

An educated person in the 21<sup>st</sup> century is equipped with a different set of skills from their predecessors. Stemming from an ever-growing branch of technological resources, an educated person in the 21<sup>st</sup> century takes advantage of such technologies to make any experience – educational and/or professional – positive and beneficial to educational and professional advancement. An educated person in the 21<sup>st</sup> century is interested in a variety of academic fields, but select the field that best intersects with their personal and professional interests. It is an expectation for individuals of this era to attend college and obtain a degree that will prepare them to transition into a specific workplace. There is also an expectancy of qualities such as interpersonal communication abilities, leadership, strong work ethic and problem-solving skills.

The advancement of technology has expanded educational and personal and professional development opportunities, enabling individuals to acquire and improve upon skill sets that are a necessity in already competitive job markets. The expansion of online educational programs also allows individuals to grow their knowledge in subjects that peak personal interests, supporting better work-life balance.

As the economy continues to transition from one dominated by manufacturing to service and information industries, students graduating high school need to be educated for an uncertain future. An article in *The Atlantic* (Thompson, 2015) looked at the shifting landscape in the labor force toward increased automation and stated “[s]ome economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor-market data... they see automation high and low—robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers... And they wonder: *Is any job truly safe?*”

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012) noted “education changes remarkably little over time... Students are evaluated on the basis of examination essays... and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today’s students were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20<sup>th</sup> century.”

At ECRCHS, we define “21<sup>st</sup> century skills” as including, but not limited to, the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information;
- Research skills and practices, interrogative questioning;
- Creativity, artistry, curiosity, imagination, innovation, personal expression;
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative;
- Oral and written communication, public speaking and presenting, listening;

- Leadership, teamwork, collaboration, cooperation;
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming;
- Global awareness, multicultural literacy, humanitarianism;
- Scientific literacy and reasoning, the scientific method;
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety;
- Systems thinking, environmental and conservation literacy, ecosystems understanding; and
- Civic, ethical, and social justice literacy.

The Charter School has moved toward emphasizing “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 21<sup>st</sup> century skills (Silva, 2008, p. 630). Schools must prepare students to adapt in order to succeed in college and careers. Critical thinking and collaboration coexist alongside project management. Learning how realities interact represents real understanding (Cajete, 1994). Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively, as well as deal with rapidly changing information and technologies. Soft skills receive greater attention in the CCSS, including a higher level of collaboration and critical thinking. Positioning students to take advantage of new – and currently indefinable – opportunities lie at the heart of ECRCHS’ mission.

At ECRCHS, sustainability permeates 21<sup>st</sup> century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and be prepared to develop potential solutions. As the world becomes flatter (i.e., more interconnected), hotter, and more crowded, an educated person in the 21<sup>st</sup> century needs to have a multicultural perspective in order to work with others. (Friedman, 2008.) ECRCHS aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability.

## **7. How Learning Best Occurs**

Learning best occurs when students are placed in a positive and interactive learning environment that promotes growth. When students are provided the proper materials for the learning process, receive constructive feedback from their teachers and actively collaborate with peers, learning opportunities are allowed to flourish in a fruitful and dynamic learning environment.

In 2001, Darling-Hammond Austin, Orcutt, and Rosso noted:

Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They acknowledge the importance of developmental stages; they also recognize that development can also be encouraged through social interaction and the structuring of experiences within the learners’ zone of proximal development or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught.... There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive

to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals” (p. 9).

Since Darling-Hammond et al, schools across California and the nation have further developed these learning theories and strategies – including, but not limited to constructivism, collaborative learning, scaffolding and the Zone of Proximal Development, culturally-responsive pedagogy, evolving content standards (e.g., the CCSS and NextGen Science Standards) and differentiated learning – to best meet the needs of diverse learners as they prepare for 21<sup>st</sup> century careers. Additionally, technological developments have altered how and what schools teach.

What researchers have determined about how people learn informs much of ECRCHS’ educational philosophy. Various departments have adopted a range of approaches to best teach students. As an institution, ECRCHS understands that people learn through doing. Hands-on, minds-on activities provide the experience upon which people build their understanding. Memorization of content knowledge without practical experience does not serve learners well in their attempt to develop understanding. Learners must be given the tools (and shown how to use them) in order to complete the journey from novice to expert. Hands-on, minds-on opportunities enable learners to scaffold content knowledge on a framework of personal and relevant experiences.

Bransford et al (2000) define learner-centered classrooms as “environments that pay careful attention to knowledge, skills, attitudes, and beliefs that learners bring to the educational setting. This term includes teaching practices that have been called ‘culturally responsive,’ ‘culturally appropriate,’ ‘culturally compatible,’ and ‘culturally relevant’” (p.133-4). Culturally responsive classrooms that address student preconceptions put learners at the forefront, causing a move away from transmissionist, teacher directed environments. The implications for teachers are that they must be “aware that learners construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom” (Bransford et al, 2000, p.136). Several researchers (Nocon & Cole, 2009; Banks et al, 2007; Solano-Flores, 2008; LCHC, 2010; Spencer, 2008) share this sentiment, discussing the socio-cultural milieu in which education – formal and informal – takes place. In the English Department at ECRCHS, teachers have selected texts that reflect a range of cultural backgrounds. Through exposure to works with varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge.

Due to external influences, each learner enters the classroom with a different set of preconceptions. Just as no two learners come to learn with the same set of experiences (Rushton et al, 2003), not all students construct knowledge in the same fashion. As Taylor (2006) points out, “many well-meaning instructors introduce new material to adult learners in ways that echo a professional literature review. They start with the “big picture,” situating the material in the broader field in which they are expert, and then narrow to particulars. They point out connections to previous course content as well as look forward to what will follow. Rather than focus on what the learner understands, they focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Unearthing teachers’ preconceptions, and helping them make their thinking visible, plays an integral role in the learning process. Teachers must build a framework and scaffold information and knowledge with students, not for themselves, focusing on what the learner understands and where they are in the process of making meaning. Bransford et al (2000) posit, “[l]earner-centered teachers also respect the language practices of their students because they provide a basis for further learning” (p.135). Nocon and Cole (2009) take a similar approach, arguing for teachers to treat this diversity of language skills as an asset, not a deficit. Teachers at ECRCHS continually work on their craft, moving toward learner-

centered classrooms. Small learning groups, department meetings and the Instructional Committee all strive to support best practices in teaching and learning.

Lemke (1990) proposes that students need to ask questions as a way of engaging in the process of meaning making. Lemke's concept of cross-discussion is essential to both student engagement and the social construction of knowledge. "Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students" (p.55). This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke goes on to say, "[s]tudents learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher's language is unfamiliar. They support and facilitate each other's learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else . . .). Learning is essentially social" (p.78). ECRCHS' practice of Socratic Seminar and Shared Inquiry reflect this progression toward student-driven dialogue. Teachers set up lessons and classrooms to encourage this movement. Additionally, the Charter School has invested in classroom furniture that creates an inviting environment and supports group discussion and whole class, student-centered discourse, the hallmark of Socratic Seminar. With the help of ECRCHS' Instructional Coach(es), all departments are working towards integrating these approaches to learner-oriented education.

Another educational approach at ECRCHS includes organizing units around unifying topics, which requires students to engage various regions of their brains. "Meaningful and relevant integrated thematic units create opportunities to discuss, write, and talk" (Rushton et al, 2003, p.14). Furthermore, "many experiential learning activities that include reflection on learning as a process . . . are likely to invoke adaptive pathways of the brain" (Taylor, 2006, p.78). When setting up the learning environment, teachers must consider open-ended questions that promote student discussion and social construction of knowledge. These scenarios "have many possible solutions, and are far more likely to occur in the real world" (Taylor, 2006, p.78). By including real-world examples and connections, students can scaffold their new knowledge on the framework they have constructed. The examples and content become meaningful and contextualized. According to Taylor (2006), "the brain's approach to processing new data is to search for some experiential connection. If . . . learners are not given the opportunity to create such an experience or encouraged to find existing connections that they can build on, they may revert to treating the material as something to be memorized, rather than understood" (p.74). Connecting content to the real world helps "foster brain-based, developmentally appropriate learning environment" (Rushton et al, 2003, p.21), which can be achieved via experiences that involve "real life, 'hands-on,' thematically based activities that [are] oriented to solving problems" (p.21). Brain-based evidence strengthens the link between holistic, integrated approaches and curricular development. The context in which lessons are presented plays a significant role in a learner's conceptual development (Taylor, 2006).

Real world examples provide context, which plays an integral role in education. Learning content *a priori*, without any connection, understanding, or reference to a framework nullifies the impact of having assimilated the knowledge. It is imperative that teachers facilitate this scaffolding by placing content in context and then helping students make sense of the information through deliberate reflection and metacognition. Lemke (1990) claims that "Successful students [learn] through the use (author's emphasis) of terms and principles in context" (p. 24). Lemke states that teachers must prepare a context for learning before engaging in the curriculum. "Learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning

values” (Bransford et al, 2000, p. 25). In this situation, Bransford et al (2000) show the importance of context and application to real world scenarios. To this end, ECRCHS has engaged in experiential education linked to the curriculum. Working with community partners, organizations, and individuals, teachers at ECRCHS provide their students with exposure to guest speakers, as well as field trip opportunities that supplement traditional curricular experiences. Students in the Alternative Education Program, life skills courses, art classes, science classes, and special education program, among others, interact with guest speakers who present on topics related to career and real-world connections to what is learned in the classroom.

Rushton et al (2003) discuss the need to “focus on the invisible processes and verbalize how and what we are thinking as we teach . . . making explicit the process” (2003, p.15). In doing so, they go beyond providing context and into the realm of metacognition. Bransford et al (2000) tie together the concepts of contextualization and metacognition. “Knowledge-centered environments intersect with learner-centered environments when instruction begins with a concern for students’ initial preconceptions about the subject matter....and include an emphasis on sense-making – on helping students become metacognitive by expecting new information to make sense and asking for clarification when it doesn’t” (p.136-7). In this view, teachers have two complimentary goals. Addressing preconceptions allows them to determine the context of misconceptions, while engaging in metacognitive reflection.

Knowledge is socially constructed across a range of ages and disciplines. Regardless of “the age... or the content...the same constructivist, brain-research principles, and Conditions of Learning, when applied, help foster a creative learning environment for students to develop their knowledge and grow as independent problem-solvers” (Rushton et al, 2003, p.12). Students young and old work to build meaning through collaborative efforts. Lastly, Bransford et al (2000) suggest that attention be given to “what is taught (information, subject matter) [and] why it is taught (understanding)” (p.24). Twenty-first century learning environments must be learner-centered so as to reflect the current research in the field of education and include experiential learning, real-world problems, thematic units of study, contextualized knowledge, and metacognition.

Both Banks et al (2007) and Bransford et al (2000) discuss in depth the impact of students’ time outside the classroom on the knowledge base they bring to the school setting. As laid out in Bransford et al’s first key finding, students enter school with “preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information” (2000, p. 14-5). Helping students arrive at a place where they have deep content knowledge remains a primary challenge. However, Bransford et al (2000) suggest that students must “understand facts and ideas in the context of a conceptual framework” (p.16). Teachers employ explanatory models (i.e. conceptual frameworks) to assist students with their understanding of content. For instance, the social justice framework has become increasingly prevalent at ECRCHS. These complementary approaches to understanding systems and issues have come to permeate a range of courses and provide a lens through and a platform for deeper discussions which provides students to use their analytical skills and comprehend the material being taught.

The next frontier in learning theory deals with a deeper understanding of the way in which the brain changes as learning takes place. According to Rushton et al (2003) and Taylor (2006) brain based research dovetails well with constructivist approaches to teaching. Taylor (2006) points out that “Rather than focus on what the learner understands, [well meaning instructors] focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Rushton et al (2003) assert that “Interactive classrooms reflect a shift in teaching paradigms from [a] teacher-directed traditional

classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research-based approach to learning” (p. 13). In support of the latter, Rushton et al (2003) cite research, which found that “an enriched learning environment” increases neuronal growth. If further research supports this connection between social-construction of knowledge, then the implications for education are vast. Wolf’s (2007) search for hints of the brain’s reorganization in light of written language development may help provide a richer understanding of how extant connections in neurons arose in modern *Homo sapiens*’ brain. By engaging all aspects of language, Project Based Learning (“PBL”) accesses a variety of learning styles, visual and auditory cues, and stimuli, all of which support increased neural growth. A number of teachers have started implementing PBL in their courses as they work to find ways of connecting content and learners in a student-centered approach.

Ultimately, to create a productive learning environment for students, crucial elements of each learning theory is necessary in order to personalize the educational experience. Having students learn in a positive, connective and collaborative environment is essential in retaining information that will equip them for the future. Having the ability to reach students based on their specific needs creates the best learning environment. ECRCHS continues to be committed to meaningful student learning while incorporating cultural proficiency in the curriculum.

#### **8. The Requirements of California Education Code Section 47605(c)(5)(A)(ii)**

Student academic and personal progress is the highest priority at ECRCHS.

ECRCHS will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessments, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details the Charter School’s goals as of this petition submission, for all pupils pursuant to Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the Education Code, ECRCHS’ stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions ECRCHS anticipates at this point in time.

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL #1</b>	
ECRCHS will continue to ensure that all students are taught by qualified teachers who hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing.	<i>Related State Priorities:</i> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6



Local Priorities:

☐:

☐:

### Specific Annual Actions to Achieve Goal

- Recruit, hire, supervise, evaluate, and retain qualified teaching staff.
- Ensure verification of proper credentials and DOJ clearance prior to start of employment.
- Actively recruit qualified teachers reflecting student ethnic demographics.

### Expected Annual Measurable Outcomes

#### Outcome #1:

All teachers will hold appropriate credentials to teach in the program

#### Metric/Method for Measuring:

Percentages of teachers with appropriate credentials.

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Race	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

### LCFF STATE PRIORITIES

#### GOAL #2

All students will have access to standards-aligned materials, including implementation of academic content and performance standards for all students, including English learners.

Related State Priorities:

☒ 1 ☒ 4 ☐ 7

☒ 2 ☒ 5 ☐ 8

☐ 3 ☐ 6

Local Priorities:

☐:

### Specific Annual Actions to Achieve Goal

- ECRCHS will embrace State content standards with innovative instructional methods and appropriate teacher-created assessments common to each department and aligned to standards to correctly gauge student achievement.
- ECRCHS' standards-based system addresses systemic inequities and meets the needs of all students, especially those students who are under-performing.
- Standards-based curriculum purchases will include primary and secondary texts for all core subjects, and in later years, World Languages and other courses as needed. Materials will be selected by textbook selection committees within each department who will give recommendations to the AP who oversees the department. To ensure differentiation is provided according to student ability level, pace of the course, etc., instructors may select multiple texts to teach the same curriculum.
- STEAM Coordinator acts in an advisory capacity to incorporate STEAM throughout the curriculum.
- Purchase new furniture for classrooms, including tables for students and lightweight chairs that can be rearranged in multiple configurations to support CCSS aligned teaching methods, including collaboration and sit-to-stand desks for teachers to have flexibility in their teaching styles.
- Teachers will participate in ongoing professional development related to CCSS and continue to implement CCSS-aligned assessments.
- Professional development (EL, STEAM, Best Practices, Common Core, Technology), conferences (AP by the Sea, AVID, Common Core, National Charter Conference), workshops (Discipline, Community Relations, First Aid, Chemical Safety, Human Resources) to address culturally relevant teaching practices and strategies that may be used to target students' multiple intelligences.

### Expected Annual Measurable Outcomes

#### Outcome #1:

All students use CCSS and NGSS aligned materials in all relevant courses and teachers implement a standards-based education program.

#### Metric/Method for Measuring:

*Review of curriculum maps, common formative assessments, performance benchmarks, and complete departmental alignment*

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
<i>All Students (School-wide)</i>	100% of students have access to standards-aligned materials and technology	<i>100% aligned</i>	<i>100% aligned</i>	<i>100% aligned</i>	<i>100% aligned</i>	<i>100% aligned</i>
<i>English Learners</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<p align="center"><b>Outcome #2:</b>  <i>Student learning is supported by 1:1 laptop initiative</i>  <b>Metric/Method for Measuring:</b>  <i>Every student will be given a personal laptop to use while enrolled at ECRCHS</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
<i>All Students (School-wide)</i>	<i>100% Distribution</i>	<i>100% Distribution</i>	<i>100% Distribution</i>	<i>100% Distribution</i>	<i>100% Distribution</i>	<i>100% Distribution</i>
<i>English Learners</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<p align="center"><b>Outcome #3:</b>  <i>Ensure implementation of academic content and performance standards for all core subjects as they are adopted.</i>  <b>Metric/Method for Measuring:</b>  <i>Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026

<i>All Students (School-wide)</i>	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation
<i>English Learners</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

**Outcome #4:**

*The Charter School will annually increase the number of students meeting or exceeding the standards in ELA and math as measured on the CAASPP*

**Metric/Method for Measuring:**

*CAASPP Interim Date and CAASPP Data*

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>All Students (School-wide)</i>	CAASPP Data Collection for baseline	<i>1% above baseline</i>	<i>2% above baseline</i>	<i>3% above baseline</i>	<i>4% above baseline</i>	<i>5% above baseline</i>
<i>English Learners</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

White Students	N/A	N/A	N/A	N/A	N/A	N/A
LCFF STATE PRIORITIES						
GOAL #3						
Parents/guardians will continue to receive opportunities for involvement in school decisions through volunteer opportunities, committee membership, and informational meetings. The Charter School will continue to provide outreach using various forms of communication.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> <input type="checkbox"/>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"><li>• Provide access and training to parents in the use of the Aeries, Canvas, and Naviance programs.</li><li>• Maintain the Charter School Website as a communication tool for the school community.</li><li>• Continue to send weekly newsletters and use JIVE to make phone calls from school devices.</li><li>• Utilize mass emergency telephone (telephone blast to parents/guardians) to communicate updates regarding activities, and individual messages to parents regarding attendance and grades. Messages are translated into Spanish.</li><li>• Hold monthly Chat with the Executive Director events.</li><li>• Conduct Back to School Night and orientation events.</li><li>• Conduct ELAC committee meetings bi-monthly.</li></ul>						
Expected Annual Measurable Outcomes						
Outcome #1: The number of parents/guardians attending workshops and seminars as well as increase parent/guardian engagement through annual survey responses will increase annually Metric/Method for Measuring: The number of parents/guardians that participate in workshops, parent meetings, and complete surveys						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School-wide)	At least 85% of parents will attend at least one school event each year.  Parent satisfaction rates, based on annual surveys, will be > 85%.	At least 85% of parents will attend at least one school event each year.  Parent satisfaction rates, based on annual	At least 85% of parents will attend at least one school event each year.  Parent satisfaction rates, based on annual	At least 85% of parents will attend at least one school event each year.  Parent satisfacti on rates, based on annual	At least 85% of parents will attend at least one school event each year.  Parent satisfaction rates, based on annual	At least 85% of parents will attend at least one school event each year.  Parent satisfaction rates, based on annual

		surveys, will be > 85%.	surveys, will be > 85%.	surveys, will be > 85%.	surveys, will be > 85%.	surveys, will be > 85%.
<i>English Learners</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

#### LCFF STATE PRIORITIES

#### GOAL #4

ECRCHS will continue to address test performance and work towards increasing participation in Advanced Placement and Honors courses, thus preparing students for college.

*Related State Priorities:*

☐ 1 ☒ 4 ☐ 7

☐ 2 ☐ 5 ☒ 8

☐ 3 ☐ 6

*Local Priorities:*

☐:

☐:

#### Specific Annual Actions to Achieve Goal

- Continue to provide standards-based instruction as well as interventions as detailed in the charter petition.
- Conduct Summer Bridge program during which students are assessed for their high school readiness, math, reading and writing abilities. For students in the category of “well below” grade level expectations, emphasis will be placed on developing and strengthening math and reading skills, in addition to instruction in successful student practices and study skills such as time management and organization.
- Provide life skills training for Latino and African American youth through assemblies, field trips, and guest speakers.
- Continue staff liaison with Group Homes.
- Continue to provide summer school opportunities for students at-risk through Alternative Education offerings.
- Provide a 0.5 FTE for an Instructional Coach to assist teachers with instructional practices and technology.
- Provide professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve

and support student achievement and college-readiness including: CCSS, Best Practices, STEAM, Compliance, Building Student Assets, and Financial Reporting.

- Continue with a Data Systems Analyst that supports data-driven instruction and differentiated instructional strategies.

### Expected Annual Measurable Outcomes

#### Outcome #1:

Increase percentage of students successfully passing A-G requirements and passing the Early Assessment Progress (EAP)

#### Metric/Method for Measuring:

California Dashboard-Graduation Rates and College/Career Indicator

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>All Students (School-wide)</i>	94% (Grad) 50% (College/Career)	95 % or greater (Grad) 52% or greater (College/Career)	96 % or greater (Grad) 54% or greater (College/Career)	96 % or greater (Grad) 56% or greater (College/Career)	96 % or greater (Grad) 58% or greater (College/Career)	96 % or greater (Grad) 60% or greater (College/Career)
<i>English Learners</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Socioecon. Disadv./Low Income Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Students with Disabilities</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>African American Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Foster Youth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>American Indian/Alaska Native Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Filipino Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Latino Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Native Hawaiian/Pacific Islander Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Students of Two or More Race</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>White Students</i>	N/A	N/A	N/A	N/A	N/A	N/A

#### Outcome #2:

EL students will advance at least one grade level on the ELPAC each year

#### Metric/Method for Measuring:

ELPAC or other available external assessments; ELD Folders

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>All Students (School-wide)</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>English Learners</i>	Achieve similar or	Achieve similar or	Achieve similar or	Achieve similar or	Achieve similar or	Achieve similar or

	higher rate of EL growth on the ELPAC each year	higher rate of EL growth on the ELPAC each year	higher rate of EL growth on the ELPAC each year	higher rate of EL growth on the ELPAC each year	higher rate of EL growth on the ELPAC each year	higher rate of EL growth on the ELPAC each year
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

**Outcome #3:**

*EL reclassification rate will meet or exceed the District's reclassification rate and EL students will meet Annual Measurable Achievement Objectives (AMAOs)*

**Metric/Method for Measuring:**

ELPAC or other available external assessments; ELD Folders

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>All Students (School-wide)</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>English Learners</i>	Achieve similar or higher rate of EL growth on the ELPAC each year 35.7%	Achieve similar or higher rate of EL growth on the ELPAC each year	Achieve similar or higher rate of EL growth on the ELPAC each year	Achieve similar or higher rate of EL growth on the ELPAC each year	Achieve similar or higher rate of EL growth on the ELPAC each year	Achieve similar or higher rate of EL growth on the ELPAC each year
<i>Socioecon. Disadv./Low Income Students</i>	33.3%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	33.3%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	26.3%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>



<i>Students of Two or More Race</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>White Students</i>	44%	N/A	N/A	N/A	N/A	N/A
<p align="center"><b>Outcome #4:</b>  ECRCHS will realize annual increases in the numbers of students passing AP exams with a score of 3 or higher  <b>Metric/Method for Measuring:</b>  AP exam scores; transcripts</p>						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
<i>All Students (School-wide)</i>	<i>Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually</i> 73.5%	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually
<i>English Learners</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Socioecon. Disadv./Low Income Students</i>	67.1%	N/A	N/A	N/A	N/A	N/A
<i>Students with Disabilities</i>	57.1%	N/A	N/A	N/A	N/A	N/A
<i>African American Students</i>	54.2%	N/A	N/A	N/A	N/A	N/A
<i>Foster Youth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>American Indian/Alaska Native Students</i>	42%	N/A	N/A	N/A	N/A	N/A
<i>Asian Students</i>	78.2%	N/A	N/A	N/A	N/A	N/A
<i>Filipino Students</i>	69.8%	N/A	N/A	N/A	N/A	N/A
<i>Latino Students</i>	70.1%	N/A	N/A	N/A	N/A	N/A
<i>Native Hawaiian/Pacific Islander Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Students of Two or More Race</i>	72.6%	N/A	N/A	N/A	N/A	N/A
<i>White Students</i>	73.5%	N/A	N/A	N/A	N/A	N/A
<p align="center"><b>Outcome #5:</b>  Students will successfully develop meaningful secondary college/career plans and complete all courses needed for the college of their choice and/or courses that prepare students for a career. Identified student subgroups will increase graduation by the rate of 2-5%.  <b>Metric/Method for Measuring:</b>  EAP exam scores (or comparable measure); California Dashboard</p>						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
<i>All Students (School-wide)</i>	Implement the EAP exam	Implement EAP exam	The EAP (or comparable	The EAP (or comparable	The EAP (or comparable	The EAP (or comparable

	(or comparable measure) with student volunteers.	(or comparable measure) with all students; establish benchmark	measure) proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).	measure) proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).	measure) proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).	measure) proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).
<i>English Learners</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

### LCFF STATE PRIORITIES

#### GOAL #5

ECRCHS will maintain the high attendance rate of 96 % and will continue to work on improving the percentage of students who are chronically absent.

#### Related State Priorities:

☐ 1 ☐ 4 ☐ 7

☐ 2 ☒ 5 ☐ 8

☐ 3 ☐ 6

#### Local Priorities:

☐:

☐:

#### Specific Annual Actions to Achieve Goal

#### Expected Annual Measurable Outcomes

#### Outcome #1:

Improve attendance rate and reduce the percentage of students who are chronically absent

#### Metric/Method for Measuring:

Individual student attendance records						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School-wide)	Chronic absenteeism <2.3%	Chronic absenteeism <2.3%	Chronic absenteeism <2.3%	Chronic absenteeism <2.3%	Chronic absenteeism <2.3%	Chronic absenteeism <2.3%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Race	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
LCFF STATE PRIORITIES						
GOAL #6						
ECRCHS will continue to maintain a low suspension rate (<1% ) and expulsion rate in order to prevent the loss of valuable instruction.				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"><li>Utilize attendance coordinator</li><li>Utilize Aeries software program</li><li>Utilize Mass Emergency Telephone System</li><li>Utilize counselors and deans</li><li>Utilize progressive discipline</li><li>Hire a full time Psychiatric Social Worker</li><li>Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credit taking into consideration the emotional and maturity level of the student</li></ul>						

- Provide supplemental activities and services including: referral to the Tarzana Treatment Center; PAL (Peer Active Listeners) Program; Body Image Group; two school psychologists, itinerant therapists; campus clubs; athletic program; music program; dance program; tutoring; variety of student led evening events

### Expected Annual Measurable Outcomes

#### **Outcome #1:**

School will continue to maintain a low suspension and expulsion rate

#### **Metric/Method for Measuring:**

*Suspension Expulsion rate*

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
<i>All Students (School-wide)</i>	<i>Expulsion rate will be at &lt;1% 0.4%</i>	<i>Expulsion rate will be at &lt;1%</i>	<i>Expulsion rate will be at &lt;1%</i>	<i>Expulsion rate will be at &lt;1%</i>	<i>Expulsion rate will be at &lt;1%</i>	<i>Expulsion rate will be at &lt;1%</i>
<i>English Learners</i>	<i>0.0%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>0.2%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>1.8%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>1.3%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>0.0%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>0.0%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>0.6%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>0.0%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>0.4%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

#### **Outcome #2:**

ECRCHS will engage in effective communication with meaningful resources for families and a shared leadership to support student success

#### **Metric/Method for Measuring:**

*Stakeholder surveys*

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
<i>All Students (School-wide)</i>	<i>Continue to achieve &gt;85% positive results on Annual Stakeholder</i>	<i>Continue to achieve &gt;85% positive results on Annual Stakeholder</i>	<i>Continue to achieve &gt;85% positive results on Annual Stakeholder</i>	<i>Continue to achieve &gt;85% positive results on Annual Stakeholder</i>	<i>Continue to achieve &gt;85% positive results on Annual Stakeholder</i>	<i>Continue to achieve &gt;85% positive results on Annual Stakeholder</i>

	Satisfaction Surveys %	Satisfaction Surveys	Satisfaction Surveys	Satisfaction Surveys	Satisfaction Surveys	Satisfaction Surveys
<i>English Learners</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<p align="center"><b>Outcome #3:</b>            Incorporate social and emotional life skills through individualized instruction and support  <b>Metric/Method for Measuring:</b>            Dropout rates</p>						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>All Students (School-wide)</i>	Dropout rate will be maintained at <3% 2%	Dropout rate will be maintained at <3%	Dropout rate will be maintained at <3%	Dropout rate will be maintained at <3%	Dropout rate will be maintained at <3%	Dropout rate will be maintained at <3%
<i>English Learners</i>	14%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Socioecon. Disadv./Low Income Students</i>	3%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	0%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>African American Students</i>	4%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>American Indian/Alaska Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	2%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Filipino Students</i>	3%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	2%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Race</i>	3%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>White Students</i>	2%	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

## LCFF STATE PRIORITIES

### GOAL #7

Improve student achievement in ELA and math for our lowest achieving groups by having students engage in learning beyond core courses.

*Related State Priorities:*

☐ 1 ☒ 4 ☒ 7  
☒ 2 ☒ 5 ☒ 8  
☒ 3 ☐ 6

*Local Priorities:*

☐  
☐

### Specific Annual Actions to Achieve Goal

- Partner with community businesses and organizations to provide internships, project-based learning, and college courses
- Increase opportunities for students to participate in performance enrichment activities such as elective music, arts programs, journalism, STEAM programs, robotic programs, ACADECA and computer classes.
- Provide both in-class and out-of-class interventions.
- Continue to provide training in culturally proficient curriculum to support African American and Latino students.

### Expected Annual Measurable Outcomes

#### Outcome #1:

2% increase in Met and Exceeded percentages on the ELA CAASPP for African American, Latino students, Socioeconomically Disadvantage Students, and Students with Disabilities

#### Metric/Method for Measuring:

CAASPP ELA and math scores

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>All Students (School-wide)</i>	59%	61%	63%	65%	67%	69%
<i>English Learners</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Socioecon. Disadv./Low Income Students</i>	54%	56%	58%	60%	62%	64%
<i>Students with Disabilities</i>	21%	23%	25%	27%	29%	31%
<i>African American Students</i>	38%	40%	42%	44%	46%	48%
<i>Foster Youth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>American Indian/Alaska Native Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian Students</i>	73%	75%	77%	79%	81%	83%
<i>Filipino Students</i>	72%	74%	76%	78%	80%	81%
<i>Latino Students</i>	54%	56%	58%	60%	62%	64%
<i>Native Hawaiian/Pacific Islander Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Students of Two or More Race</i>	64%	66%	68%	70%	72%	74%

<i>White Students</i>	62%	64%	66%	68%	70%	72%
<b>Outcome #2:</b> 2% increase in Met and Exceeded percentages on the math CAASPP for African American, Latino students, Socioeconomically Disadvantage Students, and Students with Disabilities <b>Metric/Method for Measuring:</b> CAASPP ELA and math scores						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>All Students (School-wide)</i>	41%	43%	45%	47%	49%	51%
<i>English Learners</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Socioecon. Disadv./Low Income Students</i>	36%	38%	40%	42%	44%	46%
<i>Students with Disabilities</i>	8%	10%	12%	14%	16%	18%
<i>African American Students</i>	18%	20%	22%	24%	26%	28%
<i>Foster Youth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>American Indian/Alaska Native Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian Students</i>	65%	67%	69%	70%	72%	74%
<i>Filipino Students</i>	66%	68%	70%	72%	74%	76%
<i>Latino Students</i>	32%	34%	36%	38%	40%	42%
<i>Native Hawaiian/Pacific Islander Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Students of Two or More Race</i>	40%	42%	44%	46%	48%	50%
<i>White Students</i>	44%	46%	48%	50%	52%	54%

Cells in the above chart containing a “\*” denote that the subgroup is not numerically significant at this time.

#### **9. Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners**

ECRCHS aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. In order to achieve this, ECRCHS recognizes that secondary students in particular require autonomy, mastery, and a sense of purpose. (Pink, 2010.) ECRCHS’ emphasis on an engaging, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.

ECRCHS’ instructional program teaches students to learn how to learn as they actively participate in their own learning, appreciating its relevance not only in their daily lives but also the world around them. Students demonstrate a desire to continuously improve their skills, knowledge, and selves with their teammates and colleagues, thereby developing a lifelong ability to continue to learn and innate commitment to acting responsibly toward others.

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

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

## **INSTRUCTIONAL DESIGN**

### **10. Curricular and Instructional Design of the Educational Program: Key Educational Theories and Research**

The ECRCHS instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers through professional development in-service training. Following the work of Johnson and Marx (2009), the Charter School implements a variation of transformative professional development (‘TPD’), which “is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature” (p. 130). In a number of cases, teachers have developed unique solutions to deal with concerns that arise on campus (i.e., Cultural Proficiency, social justice, etc.) and present solutions to their fellow faculty members. ECRCHS has promoted and provided professional development on cultural proficiency and racial quality. ECRCHS’ curriculum and environment will support students of all races, socioeconomic status, genders, gender identities, sexual orientations, and all other protected classes. In doing so, ECRCHS solidified our collective belief that no student or employee should feel diminished for who they are. ECRCHS educates all our students based on the principle of equality. As an of these efforts towards achieving equity in the curriculum, special education teachers at ECRCHS provide tools and techniques to their colleagues to help them better address the needs of students who have differing abilities.

As indicated in the LCFF State Priorities Table above (State Priority #1), all teachers at the Charter School are appropriately credentialed as required under California law. Staffing of the small learning academies (Humanitas, AVID, Art and Design, STEAM, and CEA) takes place through discussion with selected faculty to determine their interest in these programs. Often, these academies require extra coordination and time to create a unified educational experience for the students.



ECRCHS provides a student-focused education within a rich setting that enables its diverse students to attain high academic achievement coupled with the practical skills and talents necessary to be contributing members of a global society. This approach aligns directly with research on how people learn, namely through student-centered classrooms that address prior student knowledge and its social construction. The Charter School's instructional philosophy is predicated on the notion that all students can learn. Employing a highly collaborative instructional model, ECRCHS aims to provide students with authentic experiences that will position them for post-secondary success. Many teachers work cooperatively, designing educational programming that focuses on connections between the curriculum and the real world. Service learning, career/college readiness, and cross-curricular instruction form the basis of ECRCHS' research-based pedagogy. Academies at ECRCHS provide students the opportunity to develop skills for careers (Art and Design Academy, Careers in Entertainment Academy ("CEA")), prepare first generation college students for the rigor of higher education through the AVID program, or allow students to work in an interdisciplinary fashion (Humanitas), while creating a sense of belonging. Additionally, with the advent of the Charter School's STEAM program, integrating arts into the STEM fields provides students with the skills and collaborative experiences needed to succeed in college and career. "Years of research show that [the arts are] closely linked to... academic achievement, social and emotional development, civic engagement, and equitable opportunity" (Smith, 2009). Smith goes on to state, "Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork." All of these components have been identified as integral to the student's success after high school.

Students in the Humanitas Academy are programmed jointly, as are those in AVID. In 2020-2021, 125 students enrolled in Humanitas and 123 in AVID. Humanitas students are co-programmed into English, Science, Art and Social Studies, whereas AVID students are co-programmed into English, Math, History-Social Science, AVID study skills and starting in 10<sup>th</sup> grade, Science. CEA currently has 97 students. CEA courses include: Filmmaking 1AB, Filmmaking 2AB, and Film Production AB, Broadcast Journalism, Digital Image Production and Film History. The STEAM program integrates arts into the STEM fields and provides students with the skills and collaborative experiences needed to succeed in college and career. The STEAM program includes a College Prep and Honors option. STEAM currently has 122 students enrolled. STEAM courses include English, Math, Science, Computers, Design (VPA), Principles of Bio Med, Intro to Engineering Design, Principles of Engineering, and Biomedical Innovation (Project Lead the Way courses).

The Charter School's instructional design includes two key components that exist throughout its many departments. Both literacy and writing serve as cornerstones of the Charter School's instructional design, extending into all disciplines within the Charter School. ECRCHS' Instructional Coach works with each department to integrate these programs, as well as continue to support the Charter School's Sustained Silent Reading ("SSR") effort. ECRCHS uses SSR as a tool to promote and model reading. SSR occurs during the first fourteen (14) minutes of the third period, a 68-minute block designed to ensure the efficacy of SSR.

Teachers across all disciplines at ECRCHS implement the Socratic Seminar program when teaching topics that lend themselves to discussion. Socratic Seminar supports ECRCHS' goal of creating more student-centered classrooms by providing opportunities for students to participate in an intelligent, respectful discussion about an issue, a text, a problem, or concept. As part of the process students must:

- Listen and speak

- Think critically
- Reference the text
- Respond responsibly
- Question appropriately

This collaborative, inquiry-based discussion teaches students to understand the ideas, issues, multiple meanings, and values reflected through close analysis of complex topics. It aims to prepare students for exams, essays, and to make real life connections with the content. Furthermore, Socratic Seminar aligns closely with constructivist approaches to learning by allowing students to co-create understanding in a discourse couched in learner friendly language.

The following table provides examples of teachers employing Socratic Seminar across various disciplines. In each of these examples, the teacher presents a situation and information to students, allowing them to interact with the material, think critically, and engage in discourse or dialogue. The curriculum becomes interactive and student centered through deployment of the Socratic Seminar, thereby aligning more closely with the research on how people learn.

Department	Topics Covered Using Socratic Seminar as an Instructional Method
Science	Environmental issues Code of ethics Medical practice guidelines Primary Documents: Newton's laws, Galileo Current events and articles Court and legal cases Scientific essays
Physical Education	Fitness guidelines Nutrition labels Dietary recommendations Weight-loss program descriptions Medical practice guidelines Sports medicine Game strategies for all sports
Mathematics	Mathematical proofs Word problems Logic "arguments" Statistics Critical thinking puzzles Graphic and or data information
Visual and Performing Arts	Performances (e.g. dance, play, monologue, musical, etc.) Art pieces Scripts Art history texts Artist biographies/autobiographies Photographs Director, choreographer, conductor, animator notes (background information about the creative process)
History-Social Science	Primary or secondary source documents Historical speeches Laws Treaties Legislative bills Court/legal cases Current events

Part of ECRCHS' instructional methodology includes Shared Inquiry from the Great Books Foundation (2015). It is "a method of learning that enables people of all ages to explore the ideas, meaning, and

information found in everything they read.” This approach provides teachers with a tool that helps engage students in their text. Shared inquiry “centers on interpretive questions—questions about a text that have more than one plausible answer,” and aims to engage students in “thinking, listening, and responding to questions and answers from others in their discussion groups.” Shared Inquiry draws on the constructivist approach to knowledge creation. Teachers act as guides, leading students to develop textual interpretations as well as understanding those of others. Much like Socratic Seminar, this method has utility across a range of subject areas, an important factor for ECRCHS.

Numerous departments – such as Science and Visual and Performing Arts – and small learning academies – including Art and Design, Humanitas, and CEA – have integrated environmental and social aspects of sustainability into their curriculum. Many of these have taken the form of projects and cross-disciplinary ventures. These include the following:

- 10<sup>th</sup> Grade Humanitas’ E3 Technology Expo (“E3XPO”): an interdisciplinary event where students research, represent and market a new technology at the E3XPO. Each team is responsible for the development of informative brochures, booth display materials, and an informative three-minute presentation. Each of these required components must address the environmental, economic, and social equity issues that are central to the technology. Topics include Ending the Digital Divide, Malaria Nets, Artificial Coral Reefs, 3D Printing, Wind Power, Improved Sanitation, Genetic Engineering, Hybrid Cars, and Social Media for Activism
- Solar Cell and Green Building Presentation (Chemistry and Physics): students from the chemistry and physics courses present their work in an exhibit hall where they demonstrate the solar cells they have built (chemistry) and green homes they have designed and created models for (physics) in a joint venture highlighting these technologies.
- Student documentaries (CEA): as part of the requirement in the Filmmaking course, students choose topics related to sustainability. Past topics of shorts have included the skateboard racks and electric vehicle charging stations, as well as covering the Earth Day Art and Poetry Festival.
- “Art of Science” (Art and Biology): two teachers, one in science and one in art, joined together to co-teach a unit on “Art of Science,” in which both art and science students created an artwork that represents a relationship in nature.
- Earth Day Festival (English, Drawing, Painting, Graphic Design, History): starting with the vision of the two teachers who coordinated the “Art in Science” unit, the Earth Day Art and Poetry Contest became the Earth Day Festival with teachers from various departments in the Visual Performing Arts, English, and History-Social Science using the same prompt to create original pieces (including poems, photography, digital imagery, paintings, drawings and posters) to show in the inaugural Earth Day Festival. Student groups participated by creating items from repurposed goods. The event included healthy, natural food options, and a documentary focused on “manufactured landscapes,” the theme of student submitted photography.

Catterall and Peppler (2007) state, “students who received high-quality arts learning made significant gains in self-efficacy and in creativity, specifically on the originality subscale” (p. 543). Catterall, Dumais, and Hampden-Thompson (2012) found “positive relationships between arts involvement and academic outcomes” for “at-risk populations (low-SES)” and “high-SES groups” (p. 24) as well as an increase in low-SES students’ college attendance (41%) and completion (17%) rates as compared to low-SES students with minimal participation in the arts (26% attendance and 5% completion). With all of the evidence supporting the inclusion – and integration when possible – of arts into the curriculum, ECRCHS requires students to take 10 credits of Visual/Performing Arts course to graduate. For instance, the burgeoning sustainability and STEAM programs connect art teachers with science concepts and math teachers with energy and water usage while considering the aesthetic aspect of these interconnected

disciplines. With a range of offerings, students can choose from visual art courses (including but not limited to painting, drawing, calligraphy and design craft), performing arts courses (such as introduction to theatre, guitar, jazz ensemble, choir), and other options like filmmaking and stage design. Many of these courses have embedded sustainability related content, including the fashion and design courses, which now consider Fair Trade, organic materials, product sourcing, and end of life cycle discussions.

As ECRCHS continues to push forward, opportunities for experiential learning (e.g. field trips, guest speakers, work experience, etc.) and interdisciplinary approaches to learning support the changing landscape of college and career options facing ECRCHS' students in the 21<sup>st</sup> century. CCSS-aligned instruction dovetails with this approach. Providing opportunities for students to collaborate, think critically and creatively, and deal with real world issues will serve them well. In particular, career readiness will be essential to student groups who need exposure to opportunities in their field of interest.

## **11. Curriculum**

### **a. Key Features and Components**

ECRCHS offers A-G courses approved by the University of California for ninth through twelfth grades. ECRCHS has a highly effective curricular plan that is accessible to all students. A Class of 2019 graduation rate of 93.6 percent and over 90 percent of graduates attending 2-year or 4-year colleges and universities is a testament to the effectiveness of our curriculum. ECRCHS' curricula align with CCSS, the remaining California State Content Standards, NGSS, the History-Social Science Framework, and English Language Development Standards (collectively referred to as the "State Standards").

Courses are offered in Applied Technical Arts, English Language Development, English Language Arts, Physical Education, Career/Vocational Education, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, World Languages, Health and Life Skills.

### **b. English Language Arts (Core, College Preparatory)**

The English Language Arts (ELA) curriculum is a broad survey of Literature and Rhetoric, including fiction and non-fiction texts, films, documentaries, radio interviews, and art in various forms, which focuses on critical thinking and results in evidence-based answers to questions, especially in discussion and the development of essays. Teachers use interactive discussions (whole class, small groups, Socratic seminars), and vocabulary development to tackle difficult texts, and background research as introduction to new topics or "into" activities. In addition, teachers collaborate to create challenging curriculum with similar expectations across the Department, and the curriculum is differentiated according to students' needs. The ELA curriculum is offered across various levels of classes (Honors, College Prep (CP), AVID etc.) to address all types of student needs. A focus on group work helps students relate to each other and develop interpersonal skills. This allows students with greater subject matter proficiency an opportunity to help those students who are working to become proficient, while students who are working to become proficient enhance the discussion with their prior knowledge and experience. ELA teachers take the time to get to know students on an individual basis to help students with specific learning needs. This is done in various ways. For example, teachers hold individual conferences as the rest of the class is engaged in independent work. Teachers also get to know their students through students' written work such as essays and short answers, which reflect both writing and reading comprehension skills. These practices are aligned with the CCSS reading and writing

standards. The curriculum reflects the student body of the Charter School and offers a wide range of multicultural literature in an effort to connect to all students on all levels as well as foster a sense of understanding and respect for all cultures. This philosophy of analyzing cultural points of view reflects CCSS. Some of the multicultural texts are: *The Circuit*, *Knight*, *Nectar in a Sieve*, *Red Azalea*, *The Kite Runner*, and *Things Fall Apart*.

ELA teachers utilize various forms of assessment, both formative and summative. Some of the assessments include but are not limited to: writing—essays, short answers, research papers; tests, quizzes; small group and whole class discussions including Socratic seminars; research projects, culminating projects at the end of units; presentations; standardized assessments. ELA teachers often create material to enhance both teaching and learning. One example is an individualized vocabulary notebook in which the student records a word that he/she does not know, then provides the definition of the word followed by quoting the author's sentence, finally the student uses the word in his/her own sentence emulating the author's style. This activity is highly effective in vocabulary development as research shows one retains vocabulary in context and not in isolation. In addition, this exercise improves students' writing as they emulate various "professional" authors. Another such material is the Dialectical Journal in which students select lines from their reading material and explain and interpret those lines. This is an effective formative assessment for both reading comprehension and critical thinking. ELA teachers create various pre- and post- reading activities and units on Media Literacy. For example, 11th grade ELA teachers do a "trial" for the three main characters of *The Scarlet Letter* in which groups of students represent the characters and try to prove who is most innocent; an additional group makes up the jury. The groups must be faithful to the novel in their defense of the characters and the jury must provide its argument justifying the verdict. This activity lends itself to both formative assessment and review for summative assessment. These learner-centered activities promote CCSS in the areas of reading, writing, listening, and speaking.

ELA teachers utilize technology regularly to enhance their teaching when they use YouTube, PowerPoint etc. as teaching tools. ELA teachers implement cutting-edge technology such as Turnitin.com, PearDeck, Nearpod, Jamboard, Edpuzzle, Quizizz, and Microsoft Teams. These technologies allow teachers to give students a greater level feedback. Students have access to all of these programs using their school-issued computers. Additionally, the library provides computer and Internet service to all students an hour before the school day starts and two hours after school ends.

Starting in the 9<sup>th</sup> grade, students are prepared to advance to the highest level of ELA course offered at ECRCHS, with an emphasis on analytical writing, comprehension, analysis, and interpretation using textual evidence in all classes (sheltered through Advanced Placement). All ELA students write at least six to eight full-length (usually four to six paragraphs) essays per year in MLA format. These essays are aligned to CCSS. They are expected to contain a thesis statement that is supported by relevant, sufficient textual evidence or facts or definitions—whichever applies. In keeping with CCSS, students also deliver and listen to speeches, write extensions on literature they read, write creative pieces, and synthesize evidence from a multitude of sources including newspapers, documentaries, and primary and secondary sources.

### **c. English Language Development (ELD)**

The EL population at ECRCHS includes students with many different home languages, including: Spanish, Armenian, Farsi, Tagalog, Albania, Arabic, Hebrew, Vietnamese, Korean, Hungarian, Mandarin (and other Chinese languages), Urdu, Pashto, Khmer (Cambodian), Russian and French. The ELD program

implements both the California ELD Standards and the *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). ECRCHS' ELD goals for EL students are directly aligned with the goals detailed in the ELD Standards and Framework to ensure that EL students are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.

(ELA/ELD Framework p. 9-10.)

EL students, like their English-fluent counterparts, are expected to gain progress in each of the following: Listening, Speaking, Reading, and Writing. The ELD Coordinator monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. ECRCHS follows the LAUSD Master Plan for English Learners and Standard English Learners (2018).

#### *Language Arts Support (LAS) (Non-Core/Non-College Prep)*

LAS is a multi-leveled class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. Led by the ELD Coordinator, the course uses the textbook *Text Connection* as its foundation, with the structure and direction of the class differentiated significantly based on individual students' needs.

ECRCHS employs one instructor to teach LAS courses. As of the 2020-2021 school year, the Charter School has approximately 50-55 students classified as EL, with two dozen in a specific English as a Second Language course. Students are assessed in the first week of school to determine proficiency and level and are placed in Levels 1-4, according to the assessment results. LAS courses are taught within a single class with a two period block. At any given time, all four (4) levels may be in the classroom, depending on student progression.

LAS is taught in a group rotation with students working in 3-4 groups during the rotation (on a daily basis). One group receives direct instruction from the teacher. While the direct instruction takes place, the next group uses computer language instruction (Rosetta Stone) for verbal, writing, reading, and listening skills. Another group works on independent literacy with activities related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction workbook. Additionally, ECRCHS employs the High Point program, which has been found effective in helping EL students to make progress toward reclassification (Vuckovic, Hayes & Salazar, 2006).

#### **d. Mathematics (Core, College Preparatory)**

One of the main guiding principles of the Mathematics Department is to ensure consistency within each course, regardless of the teacher assigned. The Math Department continually improves upon this principle by holding course-specific monthly meetings to address concerns and pacing challenges. The Math Department faculty also incorporates department-wide, course-specific midterms and finals, which are developed each year by these course-specific teams of math teachers. Courses on the same subject are, accordingly, uniform in learning objectives and expectations.

One of the new innovative curricular components of the Math Department is its addition of both a STEAM program and Engineering classes. The STEAM program allows math teachers to collaborate with teachers from other departments in an effort to promote a 21st century education. Another goal of the STEAM program is to equip students with the tools necessary to succeed in a global environment. Engineering classes are taught in conjunction with math classes as part of the STEAM curriculum. ECRCHS also provides intervention and enrichment programs such as I EXCEL and Essential Math elective classes to provide students with additional support and in furtherance of ECRCHS' efforts to close the achievement gap.

Another innovative initiative in the Math Department has been to allow the most proficient 9<sup>th</sup> grade Algebra 1 students the opportunity to take Geometry over the summer, and enroll in Algebra 2 during their sophomore year. This option gives qualifying students an opportunity to progress into Math Analysis in their junior year and then take AP Calculus AB in their senior year. The Math Department sought to increase the number of students taking AP math classes and this initiative continues to give students an opportunity to do so that they would not otherwise have had. Over the course of the prior charter term, the Math Department added multiple math courses to the curriculum to address the needs of many of the seniors who had either already taken AP Calculus in their junior year or who wanted to take an additional math class during their senior year. The Math Department faculty also encourages students who are not ready for AP Calculus in their senior year to take College Prep Statistics or AP Statistics as an alternative. These classes are made available to students who do not wish to pursue more advanced studies in math but still wish to take a math class to fulfill a general education requirement of many college programs. During the 2019-2020 school year, over 100 students at ECRCHS took AP Statistics. ECRCHS also offers Multivariable Calculus and Differential Equations to our students who have completed AP Calculus BC to better prepare them for advanced college level math courses.

All math classes employ small-group learning, and teacher-directed instruction. Also, writing-based activities and projects are assigned in math classes at least once per semester. Distance learning with Microsoft Teams, Canvas, e-books, live conferences, Peardeck, Nearpod, Albert and other virtual classroom applications are all utilized by teachers in the Math Department to maintain and raise the academic rigor in the math classes they teach. These classes use document cameras, scientific or graphing calculators, computer programs such as Geometer's Sketchpad, Geogebra, WolframAlpha, and other e-learning tools. Most math teachers at ECRCHS maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests. And many ECRCHS math teachers use online tests from Examview software to create assessments on the days leading up to a test, and analyze the scores to adjust their teaching accordingly. All material taught in math classes directly addresses one or more of the CCSS. The Math Department will add projects that directly align to these standards and allow students to actively apply the material they have learned to real-life or

realistic settings, e.g., to further reinforce these concepts. The Math Department uses textbooks that are aligned with the CCSS and supplement them with Common Core workbooks and other reference guides. (See below for specific texts used.)

The Math Department collaborates and utilizes internal assessments and standardized test results (CAASPP, AP exams, etc.) to inform instruction. To address the needs of all students, math teachers use many unique programs and processes available. Translation devices (electronic or paper) are encouraged for EL students, in addition to verbal and written notes, outlines, diagrams, and other handouts (paper or electronic) with reading-level appropriate vocabulary that allows all students to better comprehend mathematics coursework.

The Math Department offers many rigorous classes for Gifted and Talented students. In addition to the well-developed honors and AP program with over 50% of students, ECRCHS competes with other schools in math contests through California Mathematics League (CAML) and American Scholastic Mathematics Association (ASMA). ECRCHS also continues to be a charter member of Mu Alpha Theta,, a national high school and two-year mathematics honor society that allows students who excel in math the opportunity to delve deeper into high school math standards and apply their knowledge to non-traditional problem solving. The members of this society compete against each other and against other schools from around the country and internationally. Further, all students in Honors and AP math classes compete in the national American Mathematics Competitions (AMC). The AMC-10 is given to all Honors Algebra 2 students (there were about 100 students tested in 2019-2020) and the AMC-12 is given to all Honors Math Analysis, AP Calculus AB, AP Calculus BC, and AP Statistics classes (there were over 300 students tested last year).

For students achieving below-grade level in math, the Math Department offers many resources: lunchtime peer tutoring (through PETS), teacher directed small group tutoring at lunch, extra credit opportunities, take-home quizzes, summer school credit recovery programs as well as 7th period math electives. Students are also encouraged to utilize free educational learning software and online programs such as Khan Academy and YouTube to supplement their needs.

To ensure that socio-economically disadvantaged students have the opportunity to achieve in math courses, ECRCHS offers fee waivers for AP exams, and allow students to borrow graphing calculators (TI-83 and TI-84 models) and Barron's AP course guides.

To support students with disabilities, Section 504 Plans or Individualized Education Plans or Programs (IEPs) are developed to support each student's unique needs and ensure access to the curriculum. In addition, ECRCHS offers many courses in which a co-teaching team (for example a math teacher and a special education teacher) will collaboratively teach the class to better address the learning needs of all students, but with a particular focus on supporting students with disabilities. Classes that are taught collaboratively include Algebra 1, Advanced Applied Mathematics, Geometry, and Algebra 2. These classes are determined by the Administrative Director of Student Counseling Services in coordination with the Administrative Director in charge of special education to provide a collaborative environment for as many students with disabilities as possible, based on the plan as indicated in students' IEPs. Typically, up to one-third of students in each collaborative class are comprised of students with an identified disability. For the fall of 2020, the Math Department is offering the following classes designated as collaborative:

Math Class	Count
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Algebra 1	7
Advanced and Applied Math	2
Geometry	6
Algebra 2	4

Math teachers obtain access to instructional materials through the Math Department chairpersons.

**e. History – Social Science (Core, College Preparatory)**

The Social Studies Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progression over time. Students are exposed to a variety of philosophies and cultures that develop the student to be globally aware. The Social Studies Department’s goal is to prepare students to critically analyze topics that might be different in a historical perspective and a social perspective. The analyses of many concepts that delve into “cause and effect” and “change over time” prepare the student to think about concepts that appear in our social consciousness on a daily basis. These analyses also help students to develop into independent thinkers.

The Social Studies Department creates a variety of project-based learning assignments, using Bloom’s Taxonomy to assure that many different modes of delivery of information are used to help students excel in the classroom. This is especially important when catering to the needs of students from diverse backgrounds, EL students, and students with special needs. The use of experiential learning provides an avenue of vocabulary building, and connecting prior knowledge to new vocabulary allows these students to adjust successfully in the classroom. The use of technology such as Google Translate helps EL students comprehend content from textbooks so they do not fall behind in their classes. The monitored use of electronic dictionaries is also encouraged.

Students also have access to many avenues of resources or accommodations to tap into their unique individual needs. The Social Studies Department utilizes a school-wide intervention strategy by working together with the Counseling and Student Support Services Departments to understand the particular needs of each student and then make sure those needs are met. Collaboration and co-teaching are also utilized in Social Studies. To support the inclusion of students with disabilities in general education courses, one collaborative class (co-taught by a Social Studies and a special education teacher) is offered for World History, one for U.S. History, and one for Government/Economics. Having a constructive dialogue with parents/guardians also serves as an important method of intervention, as this ensures that parents/guardians are aware of student progress.

Students are encouraged to take advantage of support programs, including PETS, a peer tutoring service available every day during lunch. Participation in nutrition or lunch study club is also encouraged and proves helpful when students are struggling with class material. The Social Studies Department developed a summer bridge program for students who may need support developing extra study skills to succeed in their courses, or to advance up to Honors or AP courses.

The Social Studies Department strives to have consistency in content and standards among similar classes, as a student may have to transfer from one class to another due to schedule changes. This consistency facilitates seamless adjustments as well as better knowledge comprehension.

The Social Studies Department faculty strives to be on the cutting edge in social studies education, by seeking out innovative programs and or techniques to make sure the classroom environment is not only current, but also progressing further into the 21st Century. Quite often technology is used in simulations or for online “field trips.” A number of classes are also taught with teacher cohorts in the AVID and Humanitas programs. In order to expand students’ knowledge of the social sciences, the Social Studies Department offers a variety of electives including Psychology, AP Psychology, Anthropology, and AP Human Geography. The focus of the class is on critical thinking skills, writing skills, and reading analysis.

The Social Studies Department is always looking to enhance the student experience through new and exciting programs, simulations, and techniques that peak student interest in the subject matter. For example, each year the Social Studies Department organizes the International Economic Summit and the Stock Market Challenge, both of which are very popular. The International Economic Summit is a simulation in which students take on the roles of economic advisors for various countries, and then try to improve their own country’s standard of living through trade, internal improvements, and negotiations of trade issues. In the Stock Market Challenge, students analyze stocks and put together their own stock portfolio, adjusting for real-time changes in the market. This requires that students stay informed, and supports the development of money management and investment skills.

The Social Studies Department has also expanded its course offering by adding an Ethnic Studies course that will focus on themes of social justice, social responsibility, and social change. This course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, as well as their own

The teachers of the Social Studies Department support all students as they guide them and prepare them not only to succeed academically but also to become socially responsible global citizens.

#### **f. Science (Core, College Preparatory)**

The Science Department’s focus for student learning is based on exploration and analysis of data and experimentation, with the goal of equipping students with the skills and knowledge necessary to analyze the details and understand the underlying cause of natural events observed in the world. To aid in this goal the Science Department continues to collaborate and construct its own textbooks that are aligned with the State Standards. The Science Department’s pedagogy continues to incorporate project-oriented learning, e.g., where several concepts are connected by a theme so students can draw stronger connections and have the opportunity to present their discoveries to their peers. Science Department teachers also prepare lab experiments that explore scientific principles in a hands-on manner. In an effort to integrate technology into the classroom, the Science Department utilizes electronic test scoring; students take quizzes through Canvas, which gives teachers the ability to evaluate student learning in real time and actively respond to each student’s capabilities through targeted instruction.

The Science Department supports the CCSS English standards by having students read, analyze, and discuss current non-fiction scientific literature. This provides real world applications of science content taught in class, thus increasing the relevancy of course content for students. Integration of math skills into the science content also supports the math component of CCSS. For example, science courses incorporate the analysis of graphs and data sets, as well as calculations where applicable. This gives students authentic experience applying math skills as they would be used in science research.

In addition, ECRCHS' annual Earth Day Festival encourages students to submit artwork and poetry inspired by their surrounding environment and conservation efforts. Projects such as these increase engagement and relevance for our students.

The Science Department faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include: supporting arguments with evidence, Specially Designed Academic Instruction in English (SDAIE) techniques that support EL students, Socratic seminars, and inquiry laboratory investigations. Collectively these strategies allow all students to access and investigate the science content. Struggling students are supported with SDAIE techniques that provide the content visually, orally, and kinesthetically. Inquiry investigations allow our high achieving students to extend their learning. All students also have access to school-wide tutoring programs and individual assistance from their science instructor. A collaborative class (co-taught by a science teacher and a special education teacher) is also offered at the 11th grade level to support students with disabilities access the general education curriculum in science.

#### **g. Visual and Performing Arts (Core, College Preparatory)**

The goal of visual and performing arts instruction is for students to recognize the relationship between the arts and society and the connection to global world culture. Students in Visual and Performing Arts (VAPA) classes have the opportunity to express their own creativity effectively and skillfully. They take ownership of their creative process and product as they develop, direct, and redirect ideas. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. Students explore the concept that VAPA is an expression of culture and society and its changes are a reflection of the differences across cultures and societies.

A variety of creative and forward-thinking courses meet the needs of our diverse student body. VAPA students design, build, and participate in exhibits, performances, and productions that connect classroom learning to real life events. Often, students take introductory courses first and then move on to VAPA courses that specialize in their creative path of study. In addition, VAPA is a core curriculum course for all 9th grade students in the Humanitas program.

The VAPA program provides many opportunities for students to participate in public performances. Band, Dance, Drama, and Choir groups all perform in the surrounding community. Students also collaborate with nearby middle school and elementary students. Through these experiences, students develop skills in leadership, time management, and organization, and connect art to the issues in the world around them.

The VAPA Department continued to develop its programs over the preceding charter term. The VAPA Department continues to organize or participate in several events. The "Big Event," a multifaceted student planned and directed event, includes and unites performances and exhibits from all the arts. Dance, Drama, Choir, Band, Graphic Art and Fine Art students have a chance to shine as they demonstrate their skills and show arts opportunities to other ECRCHS students. The "Earth Day Festival", which celebrates the earth and promotes efforts toward conservation, is an art and writing exhibit of student work created in class or independently, The "Power to the Artist" Event, an art and writing exhibit, offers statements about issues students feel strongly about. The VAPA Department is

also involved in “Get Lit” and the “Poetry in Performance” program, which uses classical poetry as a prompt for students to write original poetry, and includes public performances and competitions.

To address the social and environmental issues they are most passionate about, students have contributed their creative talents to develop theatrical scenes, musical performances, visual art, and service learning projects that inform, challenge, and inspire an audience to action.

The VAPA Department actively uses technology in its courses and programs. The program *Visualizer* (with display screen) allows demonstrations, virtual art lessons, and online tours of museums and colleges. These demonstrations make content more accessible to students through visual learning. Students and teachers utilize Internet research and study past and current artistic events and future possibilities in VAPA productions while planning performances, activities, and events.

Looking forward, the VAPA Department’s goals include continuing to facilitate student internships, engaging in community outreach programs, and providing students with direct links to agencies and studios. The VAPA Department faculty aspire to foster relationships with institutions of higher education that offer VAPA programs in order to help students with that transition after graduation and to make sure they are prepared to undertake university-level study in their specific area of interest. The VAPA Department plans to increase class selection and offer AP courses, use modern computer labs for performance video creation and editing/animation/media art/VAPA study and research and continue to expand and improve ECRCHS events and exhibits.

#### **h. Physical Education (Non-Core, Non-College Preparatory)**

Physical Education (PE) is an integral part of the curriculum for all students at ECRCHS. Through PE courses, students acquire lifetime physical fitness concepts to help them develop motor skills and maintain a positive self-image. The PE curriculum provides sequential development to help students acquire knowledge of their body, appropriate advance movement skills, a positive attitude and the confidence needed to adopt and maintain a physically active and healthy lifestyle for life. PE instruction is provided to be equally accessible to all students regardless of gender or gender identity, ability, disability, race/ethnicity, religion, English language proficiency, appearance, and all other protected classes and characteristics. Adapted physical education students are programmed into a lower enrollment PE class and special education students’ needs are met according to their IEP. Technology is used in PE classes, including heart rate monitors, push up testers, digital videos of skills or student performances, websites, and use of music whenever appropriate. Students demonstrate knowledge and understanding of PE-related concepts through the performance of exercises and skills, written examinations, and observations by the instructor. The standards addressed in the 9<sup>th</sup> and 10<sup>th</sup> grade classes are aligned to those addressed on the California Physical Fitness Test (FITNESSGRAM). Other options for PE include team sports, dance, weight training, and aerobics. The PE Department participates in the school-wide SSR program in an effort to support literacy as a cornerstone of the Charter School’s instructional design.

#### **i. World Languages (Core, College Preparatory)**

The goal of the World Languages Department is to provide all students at ECRCHS with an opportunity to experience other languages and cultures in addition to their own. In the World Languages classes, students will develop listening, writing, reading, and speaking skills in another language, while also developing intercultural competence. The World Languages Department currently offers three years of

two languages, Spanish and French, and two years of Spanish for Heritage Learners. Spanish for Heritage Learners, formally known as Native Speakers, is a class for students who already speak and understand the language. ECRCHS also offers AP Spanish Language and Culture and AP French Language and Culture, as well as AP Spanish Literature and Culture, for those students who excel in World Languages classes and wish to continue their study of these languages and earn college credit.

To better meet the foreign language proficiency guidelines set forth by national standards and the State Standards, ECRCHS' curriculum for lower level Spanish classes was changed to focus more on language acquisition. Comprehension based methods of language instruction and high frequency structures are reinforced through stories, culture and current events. Spanish classes at ECRCHS teach language and culture simultaneously. Students are assessed to meet American Council on the Teacher of Foreign Languages (ACTFL) standards for interpretive, interpersonal, presentational, and cultural proficiency.

It is the goal of the World Languages Department to ensure that ECRCHS graduates will satisfy the admission requirements of the CSU and UC systems. Students are thus placed in three or four years of the same language, depending on the student's academic plan, consistent with CSU and UC requirements. The World Languages Department includes differentiated activities in its lesson plans in an effort to meet the unique learning needs of both high achieving students and students that may be struggling. Students who excel in World Languages classes are strongly encouraged to take AP courses for college credit. Additionally, ECRCHS started offering the Seal of Biliteracy in 2018-2019. The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by the time of high school graduation. This gives students an opportunity to earn national recognition for their studies in a world language. To receive the Seal of Biliteracy, students need to meet or exceed the standards in CAASPP ELA, maintain a C average in all 4 years of English, and receive a score of 3 or higher on AP Spanish or French Language and Culture Exam.

In order to ensure that students meet A-G requirements, any student who receives a D grade in a level 1 or 2 world language class is encouraged to make up the course in summer school before they continue to the next level of study. The World Languages Department constantly analyzes students' strengths and challenges and modifies lessons as needed to better prepare students of all levels to succeed.

Technology is an integral part of instruction in the World Languages Department. Teachers use technology as a planning and collaborative tool. The technological aids used in classes create opportunities to deliver differentiated and compelling multimedia content for World Languages students. A variety of technology is used in the World Languages Department, e.g., Canvas, Google Slides, PearDeck, Nearpod, Edpuzzle, etc., to help differentiate instruction and support the different modalities of learning for students.

The World Languages Department is in continuous communication with counselors, parents/guardians, special education case carriers, and other teachers in order to determine the best ways to assist students with disabilities, including those with Section 504 Plans and those with IEPs.

All course syllabi pertinent information so that parents are aware of course expectations and recommended strategies for student success, as well as services offered by ECRCHS to support student success in foreign language classes. Some World Languages teachers offer tutoring at lunch or after school, for example, through "the French Scholar Society." Additionally, La Familia focuses on promoting the Latino culture at school and in our community along with community service opportunities and the Spanish Honor Society, like French Honor Society, offers tutoring and promotes the interest in Spanish

Language and Culture. The syllabi are sent home for parents/guardians and students to sign, and are permanently posted on Canvas for parents/guardians and students to reference when needed.

The World Languages Department is sensitive to the needs of socio-economically disadvantaged students. Teachers may request resources from the Friends of ECR (parent group) to help provide materials to students or suggest alternative assignments that would be more accessible to the student. The school library also has additional free resources to support student learning in foreign language courses, and is open during school for students to use.

The World Languages Department continues to participate in the French government student exchange program “Passepartout.” As part of this program, students from ECRCHS travel to France for three months to attend high school and live with a French family, and in return their French counterparts come to the United States to stay with the students’ families and attend ECRCHS. The students who have participated in this program since 2014 report significant improvements in their French language skills and a positive study abroad experience.

The World Languages teachers are well-qualified and make a continuous effort to enhance their skills through collaboration and professional development. ECRCHS’ World Languages Department currently has four National Board Certified teachers.

#### **j. Career Technical Education (Non-Core, Non-College Preparatory)**

ECRCHS’ Career/Technical Education (CTE) Department integrates academic and career-technical skills, concepts, and principles in the context of work, family, and personal responsibilities. The CTE Department’s content instruction focuses on the interrelationship of science, technology, career-technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following career pathways: Hospitality, Tourism, and Recreation); Child Development and Education; Fashion Design, Manufacturing, and Interior Design; Careers in Construction; and Graphic Design.

##### *Hospitality, Tourism, and Recreation*

Students in this career pathway complete a Consumer and Family Studies (CFS) introductory comprehensive course (Foods and Nutrition) and one or more concentration courses such as International Foods or Catering. Students pursuing a career in hospitality, tourism, and recreation study all aspects of these industries. Many students have participated in state and local competitions in culinary arts, sponsored by FHA-HERO (the state-wide student organization for Family and Consumer Sciences). This career pathway is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Hospitality, Tourism, and Recreation Industry Sector. These courses provide rigorous, standards-driven instruction and assessment.

##### *Child Development and Education*

These courses are designed to prepare students to pursue a career in either the field of child development or teaching in preschool through grade 12. Based on the HECT Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards, this pathway provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributes significantly to students’ academic achievement.

An important instructional strategy in this pathway is the use of simulation exercises to help the students understand the complexities of adult life. For example, each student is asked to complete a two-day parenting exercise using infant simulators. The simulators offer real-life experiences that address substance abuse education, prenatal education, childcare skills, infant safety and CPR, and Shaken Baby Syndrome. Parent/guardian permission is required for this assignment. Modifications in the assignment are made in cases where students with physical or emotional disabilities require assistance to participate.

### *Fashion Design and Interior Design*

This pathway provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. This pathway encompasses two distinct options: Fashion Design and Interior Design.

The Fashion Design courses are designed to train students who are pursuing a career in fashion design and manufacturing. Students study all aspects of the industry, including industry awareness; professional standards/dignity of work; workforce and organizational management; operational procedures and safety practices; laws and regulations; design elements and principles; history of fashion; fashion forecasting; textiles and textile products; garment construction in manufacturing; product knowledge and apparel merchandising; sales and service; pattern making for apparel design; developing and merchandising a line; textile design; and garment alteration and repair. The highlight of the Fashion Design program is the annual fashion show. Each advanced-level student is asked to design and construct his or her own fashion line. A typical show consists of 80-100 garments. Preparation for the fashion show includes a visit to the Los Angeles Garment District, where students learn about the fabrics and notions used by local manufacturers.

Fashion design students enjoy participating in ECRCHS' "Project Gratitude" drive. Students are asked to write a letter of gratitude to a U.S. serviceperson. The letter is then written on a "fabric postcard," on which students create a patriotic collage to show their thanks. The feedback from the Project Gratitude staff has been very positive.

This course of study is based on the HECT Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Fashion and Interior Design Industry Sector. This pathway provides standards-driven instruction and assessment, integrates academic and career-technical concepts through Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

### *Construction Career Academy*

This career pathway is based on the CTE Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards for Building and Construction Trades. The Construction Career Academy is engaged in a partnership that offers several apprenticeship opportunities for seniors interested in working in the area of construction, cabinetmaking, and custom carpentry. In addition, the Academy makes several industry location visits through field trips.

The Construction Career Academy works in partnership with the ROP CAD/CAM class to facilitate better understanding of design and planning. Seniors are required to participate in a major project that has an opportunity for recognition through the Bob Ganssle Industrial Arts Scholarship Award.

The Academy continues to make equipment and program upgrades to provide state of the art instruction that is consistent with the industry. Curricular and instructional materials used in class include:

- Power woodworking machines and tools;
- Instructor's original project designs;
- State of the art equipment, including a CNC router machine that utilizes computer aided-design;
- Industry specific textbooks, DVDs, videos, and taped media instruction.

Instructional methods and strategies used in class include:

- Extensive demonstrations;
- Hands-on individualized instruction by the instructor and more advanced students;
- Instruction by guest industry professionals and experts;
- Utilization and monitoring of industry standards, modifications, and updates.

### *Graphic Design*

This competency based course provides technical instruction and practical experience in workplace safety, the basic principles and technique of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their application, basic word processing resource management and other skills that increase employability.

Through collaboration with other departments and participation in state and regional competitions, Graphic Design students are given the opportunity to hone their design skills and explore their creativity. For example, each year Graphic Design students design and print the program for the Drama Department's stage production. Graphic Design students also create posters to promote events on campus.

### *Intervention Strategies and Meeting the Needs of All Students in CTE*

The CTE Department's intervention strategies include involving at-risk students in the CTE Department's student organizations, such as FHA-HERO, FIDM Fashion Club, and various culinary arts competitions. Students involved in these groups, sponsored by the Department faculty, are given the opportunity to improve their academic skills, meet students who have similar career goals, and receive encouragement and support to enter scholarship competitions. Also, through participation in FHA-HERO Competitive Recognition Events and community service activities, members develop citizenship and leadership skills.

The CTE Department meets the diverse needs of the student population. For EL students, differentiated instruction is provided based upon language abilities. Scaffolding techniques are used to teach students the industry-specific terms in each discipline. Emphasis is given to instructing students to use the names and descriptions for the specific items of equipment. In many cases EL students are paired with peer mentors who can help EL students understand project instructions.

Socio-economically disadvantaged students may have costs for materials for use in non-course related projects waived by the Charter School. CTE courses often require specific supplies to complete lab assignments, and it is the Department's policy that all students will have all the supplies and equipment needed to complete their coursework. Socio-economically disadvantaged students are also encouraged to apply for scholarships.



Students with disabilities are given all accommodations indicated in their IEP or Section 504 Plan. As appropriate, students with disabilities may be paired with peer mentors. In some cases, lab equipment is modified to accommodate the specific needs of students with physical and/or intellectual disabilities.

Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all racial and ethnic subgroups and religions observed by students. As necessary, modifications are made to assignments to accommodate these groups. For example, in food labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students in CTE courses are encouraged to work to the best of their abilities. High achieving students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project.

As most assignments in CTE courses are physical in nature, students are seated in groups at tables, which allows students at varying levels of mastery to support each other's growth. For example, in the event that a student has been absent or struggles to achieve a goal or master technique, that student is often paired with a more experienced student within the group so that the two students may work together. Under the supervision of the classroom teacher, students are encouraged to help each other improve their skills. For example, in a Beginning Sewing class, a student who has mastered the skill of threading a sewing machine may coach another student who has difficulty with this skill. Ultimately, the student who struggled will be supported by their teacher so that they will be able to demonstrate competency in the skill.

CTE courses are aligned with the State Standards. In fact, CTE activities are the "practical application" of CCSS. Technology is integrated throughout the Department. Examples of this include:

- Fashion design students use internet sources to research trends in the fashion world
- Some Culinary Arts lessons are delivered through online video tutorials. In addition, students use computer aided recipe analysis to compare the nutritional values of ingredients.

#### **k. Business and Technology (Non-Core, Non-College Preparatory)**

The teachers of the Business and Technology Department believe the Department should provide students with the knowledge, skills, and abilities that will be needed and useful in their personal and professional lives. Students should gain this useful knowledge framed in the context of real-world application and relevance. It is the role of the Business and Technology Department teachers to connect their subject area to the students' interest and show the students the relevance of what they are to learn.

The Business and Technology Department currently offers the following courses: Introduction to Computers, Digital Media, Video Game Design, Web Design, AP Computer Science Principles, AP Computer Science, Computer Literacy, Accounting and Personal Finance. The courses in the Department are aligned to California's Career Technical Education Model Curriculum Standards. The CCSS for College and Career Readiness are integrated into all Business and Technology Department classes wherever appropriate. For instance, the Business and Technology Department faculty recently developed a lesson series on cyberbullying and copyright infringement for the Introduction to Computers course curriculum.

In order to support students achieving below the relevant standards, teachers in the Business and Technology Department make use of various peer-tutoring strategies that allow technologically savvy students to assist their peers who are less proficient. This includes collaborative group work, in-class assistance from advanced student students who finish their assignments with time to spare, and lunch tutoring sessions. Additionally, Business and Technology Department teachers make their classrooms available during nutrition, lunch, and after school to give students extra assistance or to allow them more time to work on assignments. Because courses in the Business and Technology Department are taught in a 1:1 computer lab environment, teachers can curate online resources that allow all students to access the curriculum in a manner that best fits their individual learning needs.

Students utilize Canvas, ECRCHS' learning management system, which hosts assignments online. The Business and Technology Department also utilizes: EdPuzzle and Nearpod, programs that track student growth and reinforce new knowledge; Quizlet, a practice quiz review program available to students; and NetSupport, a classroom management system that allows teachers to control and monitor students' screens and help students when they need assistance. With these additional resources, advanced students who are self-directed can engage in additional exploration of course topics, EL students can be directed to resources that support their language needs, and students with disabilities can be assisted through the use of technological accommodations such as on-screen keyboards, narration, and magnification.

With increased interest in the technology industry, the Business and Technology Department has been promoting AP Computer Science Principles (APCSP) as a gateway to AP Computer Science (APCS), particularly for females and minorities. This fall, APCSP has grown to three classes totaling more than 100 students and APCS will include two classes with more than 70 students. We are proud of the marked increase in student interest and participation in these courses, as well as growth in enrollment by female students and students of color.

The Business and Technology Department is also now offering a computer literacy course through Pierce College, titled Computer Science 101. Enrolled students receive high school credit and are able to receive college credit as well. Computer Science 101 provides an introduction to computer hardware and an in-depth study of application software. Students are required to complete tests, quizzes and software simulations. They are also required to complete three collaborative projects including presentations.

The Business and Technology Department continues to offer Accounting A in the Fall of each year. It allows students to explore interest in a career in accounting or finance. Students learn basic accounting skills and participate in weekly mock business scenarios where they collaborate with other students on decisions involving accounting concepts. The Business and Technology Department also offers a Personal Finance which is now an approved UC A-G course. It has grown in popularity and two sections will be offered this Spring. Personal Finance provides students with the knowledge and skills needed to manage financial resources effectively.

#### **I. Health (Non-Core, Non-College Preparatory) and Life Skills (Non-Core, Non-College Preparatory)**

Recognizing the importance of Health Education, ECRCHS has continued to require this one semester course for a high school diploma while many schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class. Continuing the integrity and

high standards for the program, ECRCHS assigns qualified Health Science credentialed teachers in Health Education courses.

The role of Health Education at ECRCHS is critically important because it helps students to adjust and adapt to the challenges of adolescence and protect themselves from avoidable health risks. The course integrates the Centers for Disease Control and Prevention's National Health Education Standards, which define grade-level content standards and performance indicators for curriculum development, instruction, and student assessment in health education.

The course of study follows the LAUSD and State approved Health Education textbook *Lifetime Health* by Hold, Rinehart and Winston, and includes the following topics: mental and emotional health, physical health, environmental health, social health, spiritual health (i.e., living in harmony with your environment), human growth and development, and drug prevention education. The topics are presented using a wide variety of learner-centered lessons, activities, and assessment methods that measure behavior and skill development. The curriculum supports critical thinking as well as reading, writing, speaking, and listening in a meaningful context. For example, literature and other sources of multiple media expose students to the negative consequences of poor health choices in a risk-free environment. The Health Education teachers at ECRCHS have developed a Speakers' Bureau that draws experts from non-profit agencies throughout Los Angeles County. This valuable resource provides current information in the field of health, medicine, and research.

Health Education teachers have found that assigning research projects hones students' computer and research skills, which in turn supports literacy growth for all students. Collaborative-cooperative group projects enable students achieving below the standard to receive peer assistance. Collaborative-cooperative group projects also benefit EL students and students with learning challenges because it allows them to learn with and from their peers.

ECRCHS also offers College and Career Readiness as an elective course designed to prepare incoming freshmen to succeed in high school, develop good decision-making skills to prepare them for their post-secondary plans, and give them extensive opportunities to explore different careers. Topics of study include career and college planning, financial literacy, community service/volunteering, study skills, conflict resolution, tolerance education, and computer literacy. In this class, students begin compiling a high school digital portfolio, have access to on-line interest inventories that assess students' aptitudes, interests, and educational and career goals, and participate in mock personal and job interviews that are conducted in collaboration with community groups such as the Kiwanis Club, Rotary Club, Woodland Hills Chamber of Commerce, Friends of ECR and the PTSA.

#### **m. Special Education Department**

Students who are eligible to receive support and services under the Individuals with Disabilities Education Act (IDEA) are provided with IEPs. ECRCHS provides a continuum of placement options for students with disabilities in accordance with federal and state law to ensure that students receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). This means some students have a hybrid program that includes some classes in Special Day Program (SDP) setting and some classes in the general education setting with RSP support. ECRCHS has also expanded its implementation of co-teaching to provide more students with access to instruction in the general education setting.

All students in the special education program are assigned a case carrier, a credentialed special education teacher, who monitors and assists each student towards meeting their IEP goals. General education and special education teachers work collaboratively to meet student needs and to ensure that IEPs are implemented with fidelity.

### **Resource Specialist Program (RSP)**

The Resource Specialist Program supports students who receive instruction primarily in the general education setting, utilizing an inclusion model that involves consultation, collaboration, and co-teaching. Additional support is also offered through a Learning Center elective for students who need more individualized attention in a smaller setting to support their access to the general education curriculum.

### **Special Day Program (SDP)**

The Special Day Program (also sometimes referred to as Special Day Classes or SDC) supports students who have more intensive needs that require additional individualized support in a smaller class setting. SDP classes are offered in core content areas for students whose unique needs cannot be met in the general education setting. SDP classes are taught by well-qualified, credentialed special education teachers, with additional support for students provided by classroom paraprofessionals.

### **Alternate Curriculum**

Students who are working toward a Certificate of Completion, as indicated on their IEP, receive instruction through an alternate curriculum. Support and instruction concentrate on IEP goal areas and align with the State Standards. Each student's program is designed to support building life skills, adaptive skills, social skills, and includes community-based instruction to provide hand-on experience with real world tasks. Students focus on building practical skills necessary to safely and effectively access their environment. Depending on their unique needs, students may be fully integrated into the general education setting or may attend classes in general education courses for electives and take courses in core areas in an SDP setting designed for students on an alternate curriculum. Students receiving instruction through an alternative curriculum are also encouraged to participate in extracurricular activities and events.

### **Designated Instructional Services (DIS)**

Designated Instructional Services (DIS) are provided as indicated on the IEP, and may include Speech and Language (LAS), Occupational Therapy (OT), Physical Therapy (PT), Counseling, ERICS Counseling, itinerant teachers for vision (VI) and/or hearing impairments (DHH), Adapted PE (APE), etc. ECRCHS also employs a full-time Transition Teacher to support post-secondary transition planning for college and career options for students with disabilities.

The Student Support Services Department at ECRCHS also offers additional after-school support to assist students with disabilities. ECRCHS offers an after school elective math support class taught by a special education teacher with the support of a classroom paraprofessional. ECRCHS also offers an after-school credit recovery program supervised by a credentialed special education teacher who provides academic support and encouragement for students with completion of online, self-paced classes. Students are able to work at their own pace to recover credits, which helps students who have struggled with experiencing academic success graduate on time with their peers.

The Student Support Services Department provides highly individualized support for students and does not follow a "one-size-fits-all" model. Educational programs for students with IEPs may include a hybrid of different types of instructional support based on each student's unique needs. For example, a

student may need intensive support in math and social studies through an SDP class, but may only need collaborative RSP support in a general education English class.

The Student Support Services Department maintains constant and consistent collaboration with general education teachers, counselors, school staff, parents/guardians, and other stakeholders. Parents/guardians play an active role in supporting their child's education and are strongly encouraged to participate in IEP meetings, communicate with their child's case carrier, collaborate with teachers, and stay connected through the Learning Management System (LMS). The mission of the Student Support Services Department at ECRCHS is to promote student achievement and preparation for success in their students' post-high school college and career endeavors. ECRCHS is committed to actively supporting students with disabilities. Increasing enrollment numbers of students with disabilities demonstrate ECRCHS' commitment to supporting our diverse school community. In the last five years, enrollment of students with IEPs has increased overall by approximately 25%. The population of students with moderate/severe disabilities who participate in an alternate curriculum has more than quadrupled in number.

#### **n. Innovative Curricular Components**

As detailed above, ECRCHS provides an engaging, hands-on educational program with real world connections and myriad opportunities for students to explore a variety of fields and potential future careers.

#### **o. Intervention and Enrichment Programs**

Details about enrichments/electives are provided above; details about the Charter School's intervention programs are woven throughout Element 1.

#### **p. Curricular and Instructional Materials**

ECRCHS uses materials aligned with the State Standards, including CCSS, to support the curriculum. Teachers in each content area may work with the Administrative Director to gain approval for the use of alternative materials than those listed in this charter petition.

#### **Instructional Materials Chart**

<b>Language Arts</b>	Bridges to Literature (Level 1 and 2) High Point Grammar Practice Book Level B Mythology Springboard Reading Language Practice Book High Point Language Practice Book: The Basics Inside Rept: A practice guide Voc from Latin & Greek Roots Novels, short stories and poems from state literature list
<b>Mathematics</b>	Barron's AP Statistics Success in Math-Basic Geometry Spring Board Algebra 1A Precalculus W/Unit Circle Algebra 1 Note Taking Guide (Teach Edit) Algebra Structure & Method Bk1 Geometry Note Taking Guide (TE) Calculus Attainment's Explore Budgeting

	Attainment's Explore Math 2 Trigonometry Algebra S & M Bk1 Algebra S & M, Bk1 Algebra 1 Algebra 1 Concepts & Skills Precalculus w/Unit Circle Trig Algebra Structure & Method Book 1 Geometry Geometry Concepts and Applications California Algebra Readiness Algebra & Trig-Book 2 California Geometry Student ED Algebra 1 Concepts, Skills & Prob Solv Precalculus w/Unit Circle Work Bk Algebra & Trig Structure & Method Bk2 The Practice of Statistics Algebra 2 w/Trigonometry Precalculus Enhanced with Graphing Utilities SGL Variable Calc Concp & Concp w/Vect TI-84 Silver Edition Calculators Single Variable Calculus W/Vector Funct AP Precalculus
<b>Social Studies</b>	American Govt. Readings & Cases Economics National Geographic Student Atlas of the World Stanford History Education Group "Beyond the Bubble" short answer questions (US and World History) "Reading like a Historian" document-based assessments (US and World History) The World History Project World History, Culture, & Geography: The Modern World (Textbook) Justice: What's the Right Thing to Do? By Sandel U.S History & Geography: Modern Times (Textbook) Zinn Education Project (U.S. History) Digital History (U.S. History) Krugman's Economics (AP Econ)
<b>Science</b>	Biology Study Workbook B Biology Biology – Reviewing the Essentials Chemicals Choosing Wisely – softcover Earth Sci Reviewing the Essentials Energy Conversation – softcover Habitat and Biodiversity – softcover Reviewing Biology the Liv. Environment Reviewing Earth Sci the Phys Set Science Proficiency Review Waste Reduction – softcover Water Conservation – softcover Campbell Practicing Biology Student WB Reviewing Physics the Phys Set The Hot Zone A Terrifying True Story Stud Solutions Manuel AP Chemistry Exam Cliffs AP Physics B & C Writing in Science Lab Techniques & Experimental Des AP Biology Lab Manual AP Chemistry Test Prep Series for AP Biology Multi-Choi & Free Resp for Chem Ex Student Study Guide for Biology

	Biology Student Study Guide Test Prep Series: For AP Chemistry The Physics Toolbox Campbell Biology Study Guide Study Guide for Biology Molecular Biology 3 <sup>rd</sup> ed College Physics Vol. 1 College Physics Vol. 2 Marine Science AP Environmental Science Chemistry 4 <sup>th</sup> edition Biology Visualizing Life Integ Coord Science for the 21 <sup>st</sup> Cen Biology The Study of Life Chemistry 5 <sup>th</sup> edition Biology an Everyday Experience Physics Applied Anatomy & Physiology Earth Science Biology 6 <sup>th</sup> Edition Living in the Environment Conceptual Physics Chemistry Matter and Change Intro to the Human Body: Essentials Physical Science Concepts in Action Physical Science with Earth & Space Science Biotechnology-Science for the new mill Zumdahl Chemistry 6 <sup>th</sup> Edition California Biology College Physics Economics, Principles, Prob & Policies
<b>Career/Voc Ed</b>	Food Choices – Softcover Fashion Student Activity Guide The Snap Fashion Sketchbook Clothes and Your Appearance Culinary Essentials Wood Technology & Processes Fashion Housing Decisions Food for Today Cloth Fash, Fabr & Construction The Developing Child Fashion Marketing & Merchandising
<b>ELD</b>	Cengage Edge for ELD 1 Cengage Edge for ELD 2 Cengage Edge for ELD 3 Cengage Edge for ELD 4 Houghton Mifflin English 3D for Adv. ELD
<b>Health</b>	The 7 Habits of Highly Effective Teens Sexuality and Responsibility Lifetime Health
<b>Performing/Visual Arts</b>	Guitar Method Book 1 W/CD Guitar Methods Book 2 W/CD Tonal Harmony – Workbook Music in Theory Pract. Workbook Vol. 1 Workbook to Accompany Music in the Exploring Visual Design Music in Theory & Pract. Vol. 1 Photographic Eye A Guide to Drawing Drawing a Contemporary Approach Discover Art History Art Talk

	Gardener's Art Through the Ages 9 Heads: A guide to Drawing Fashions Fender/Epiphone Guitars Tonal Harmony
<b>Technical/Business Ed</b>	Barron's AP Computer Science A AP Computer Science Solution's Manual Wood Technology & Processes wrb Sourcebook, Teacher's Edition HTML for the World Wide Web Learning to Program Autocad 2002 Tutorial 1 <sup>st</sup> level 2D Fund Autocad 2002 Tutorial 2 <sup>nd</sup> level 3D Mod Fundamentals of Java Visual Basic. Net College Keyboarding – micros word The Complete Guide to PC Repair Microsoft Off 2000 Enhanced Ed Creat Web Pgs w/HTML, XHTML, & XML Donation Test Product Microsoft Off 2003 Prem Ed Intro Conc Office 2003 (Intro Concepts/Techniques) Microsoft 2007 Intro Concepts & Tech Su Microsoft Office 2010 Accounting Real-World APP & Connections Marketing Dynamics
<b>World Languages</b>	Somos 1 Curriculum by Martina Bex Somos 2 Curriculum by Martina Bex Garbanzo.io Reading Curriculum Fluency Matters Readers (various titles in various levels from novice to intermediate high Vista Higher Learning AP Spanish Textbook Vista Higher Learning Test Prep. Workbook Azulejos (AP Spanish Literature Textbook) Momentos y Cumbres de la Lit. His. (AP Lit.) C'est Ca WK Bk & tape manual C'est A to! Level 1 (Revised) Multi-Ch & Fr Res Que in Prep AP Ex El Alquimista Felipe Alou Vida y Muerte en la Mara Salvatrucha Bianca Nieves y los siete toritos Tumba Esperanza Capibara con Botas C'est A Toi! Lev 1 Gram & Voc Exer C'Est Cal Book 3 Cest A Toi Lev 2 Gram & Vocab Exer C'est A Toi! Gram & Voc Exer Level 3 Prep for the AP Exam Guide Cuentos Simpáticos Adv Placem Spanish- Prep Lang Ex AP Spanish Workbook AP Spanish Prep for Language Exam AP French Prep for the Lang & Culture Exam Sur le Vif. Ap French/level 4 Azulejo for AP Spanish Lit Momentos Cumbres de las Literaturas Hispánicas for AP Spanish Lit Lit Abriendo Puertas for AP Spanish Lit



## **12. Comprehensive Course List**

All courses offered at ECRCHS in the six core subject areas are approved to meet A-G requirements. All A-G courses are taught on site, although students may seek administrative approval for online distance learning courses, community college courses, or high school courses from other institutions to meet the Charter School's graduation requirements. Outside courses are only considered if they are comparable to the courses taught at ECRCHS and taught by an accredited institution. Approval for such courses must be obtained from the student's guidance counselor prior to the commencement of the course.

Students are required to demonstrate mastery of standards in six core academic subject areas: ELA, history/social sciences, mathematics, the natural sciences, world languages and visual and performing arts. All of ECRCHS' courses have been designed in alignment with the State Standards. With the exception of world languages, graduation requirements also have been designed to meet the UC/CSU A-G requirements, as shown here. To be eligible for graduation from ECRCHS, students must complete all required courses with a grade of D or better. Students and families are made aware that colleges do not accept D grades. Counselors discuss these requirements when they meet with students each semester. Teachers, counselors, and Administrative Directors also discuss these requirements with parents/guardians at parent/guardian conferences. In addition, the ECRCHS College Office includes this information in their printed materials, and college counselors review college requirements when they make presentations to students and families.

Students and parents/guardians are informed of how each course meets graduation and college entrance requirements and transfers to other public high school programs through the Parent-Student Handbook. Copies of the Parent-Student Handbook are provided each school year, including through the counseling offices and on ECRCHS' website.

The list of offered courses is revised on an ongoing basis, utilizing a continual improvement process that focuses on student performance data, student demand, and educational and career trends. This data helps the administration team to determine how the curriculum can best meet the needs of the student population and align with the mission of the Charter School. The course list must also be adjusted each semester to reflect current staffing levels and other resources.

ECRCHS truly attempts to meet the needs of all learners. Since ECRCHS' last charter renewal petition was submitted for the 2016-2021 term, ECRCHS added classes and support options and restructured 9th grade scheduling options.

The Math Department added multivariable calculus and differential equations to meet the needs of our students who excel in math, and College Prep (CP) Statistics for students who want to continue their studies in math but are not ready for AP math courses after completing Algebra 2. The Science Department added Intro to Green Technology, varying levels of Physics, and two Project Lead the Way classes - Intro to Engineering Design and Principles of Biomedical Science. ECRCHS also launched a college prep STEAM track and an Honors STEAM track. ECRCHS also added several new electives, including AP Computer Science Principles and AP Music Theory. ECRCHS has also created additional academic support classes, including Essential Standards of Mathematics and Essential Standards of English Language Arts, Study Skills, and Advanced English Language Development.

In addition to adding these new classes, ECRCHS has also made improvements to its course scheduling practices. At the time of the last charter renewal, many 9th grade students who were not in honors

courses only took two academic classes, English and Math. We have increased the rigor of the 9th grade schedule for all 9<sup>th</sup> grade students to now include at least three or more academic courses: English, Math, World Languages (if they have proficient scores in English), World History, and/or Science (if they are in Humanitas, CP STEAM, or Honors STEAM). The 2020-21 year marks the first year that 9th grade students were offered the opportunity to take AP classes such as AP Environmental Science or AP Human Geography.

In the 2019-20 school year, ECRCHS added the Dual Enrollment Program in partnership with Pierce College. This program allows ECRCHS students to take two Pierce College courses each semester on ECRCHS' campus, beginning in their junior year. These Pierce College classes are free of charge, including books. Upon passing the classes in the program, ECRCHS students will have earned 30 community college units, which is half of the units needed in order to transfer to a four-year college.

ECRCHS offers the following courses in the 2020-2021 school year. Each course listed is a one-year course or the equivalent of one (1) UC A-G course and a traditional high school's ten (10)-credit course.

AP = Advanced Placement

H = Honors

Subject Area	Course	Offered to Grades:
A: History/Social Science	American Government (online)	12
	AP European History AB	10-12
	AP Government and Politics United States	12
	AP Human Geography AB	9-12
	AP United States History AB	11
	AP World History AB	10
	AVID World History AB	9
	H U.S. History 20 <sup>th</sup> Century AB	11
	H World History, Culture, Geography: Modern World AB	9-10
	Humanitas World History AB	10
	Humanitas US History AB	11
	Humanitas Principles of American Democracy	12
	Principles of American Democracy	12

	U.S. History A and B (online)	11
	US History 20 <sup>th</sup> Century AB	11
	World History A and B (online)	10
	World History, Culture Geography: Mod World AB	9-10
B: English	Advanced Composition	12
	American Literature Composition	11
	AP English Language and Composition	11
	AP English Literature and Composition	12
	AP Seminar	11-12
	AVID English 9AB	9
	AVID English 10AB	10
	AVID American Literature	11
	AVID Contemporary Composition	11
	AVID Advanced Composition	12
	AVID World Literature	12
	Contemporary Composition	11
	ELD ADV 3	9-10
	ELD ADV 4	9-10
	English 10AB	10
	English 1A and 1B (online)	9
	English 2A and 2B (online)	10
	English 3A and 3B (online)	11
	English 4A and 4B (online)	12
	English 9AB	9
	Expository Composition	12
	H Advanced Composition	12

	H American Literature Composition	11
	H Contemporary Composition	11
	H English 9AB	9
	H English 10AB	10
	H English Literature	12
	Humanitas English 9AB	9
	Humanitas English 10AB	10
	Humanitas American Literature	11
	Humanitas Contemporary Composition	11
	Humanitas Advanced Composition	12
	Humanitas World Literature	12
	Modern Literature	12
	Writers Seminar AB	12
C: Mathematics	Advanced Applied Math AB (not A-G approved)	11-12
	Algebra 1AB	9-12
	Algebra 1B1, 1B2	9-12
	Algebra 2A and 2B (online)	9-12
	Algebra 2AB	9-12
	Algebra A and B (online)	9-12
	AP Calculus AB	11-12
	AP Calculus BC	11-12
	AP Computer Science A	10-12
	AP Statistics	11-12
	AVID Algebra 1AB	9-12
	AVID Algebra 2AB	9-12
	AVID Geometry AB	9-12

	AVID Math Analysis AB	10-12
	Geometry A and B (online)	10-12
	Geometry AB	10-12
	H Mathematical Analysis AB	10-12
	Mathematical Analysis AB	10-12
	Multivariable Calculus and Differential Equations	11-12
	Statistics	11-12
D: Science	AP Biology AB	10-12
	AP Chemistry AB	11-12
	AP Computer Science Principles AB	10-12
	AP Environmental Science AB	9-12
	AP Physics 1	11-12
	AP Physics C: Mechanics	11-12
	Biology AB	10-12
	Chemistry AB	11-12
	Genetics	9
	H Biology AB	9-12
	H Chemistry AB	10-12
	H Physics AB	11-12
	H Physiology AB	11-12
	Humanitas Biology AB	10
	Humanitas Chemistry AB	11
	Humanitas Physiology AB	12
	Innovations in Green Technology AB	11-12
	Laboratory Biology A and B (online)	10-12
	Physiology AB	11-12

	PLTW Introduction to Engineering Design AB	10-12
	PLTW Principles of Biomedical Science AB	10-12
	Zoology	9
E: Language Other Than English	AP French Language and Culture AB	9-12
	AP Spanish Language and Culture AB	9-12
	AP Spanish Literature and Culture AB	9-12
	French 1AB	9-12
	French 2AB	9-12
	French 3AB	9-12
	French 4AB	9-12
	Spanish 1AB	9-12
	Spanish 2AB	9-12
	Spanish 3AB	9-12
	Spanish for Spanish Speakers 1AB	9-12
	Spanish for Spanish Speakers 2AB	9-12
F: Visual & Performing Arts	Advanced Band AB	9-12
	Advanced Design AB	9-12
	Advanced Drawing AB	9-12
	Advanced Orchestra AB	9-12
	Advanced Painting AB	9-12
	Advertising Design AB	9-12
	AP 2D Art and Design AB	9-12
	AP Drawing AB	9-12
	AP Music Theory AB	9-12
	Beginning Dance Choreography and Production AB	9-12
	Broadcast	9-12

	Calligraphy AB	9-12
	Cartoon Animation AB	9-12
	Choir AB	9-12
	Chorus AB	9-12
	Design AB	9-12
	Design Crafts AB	9-12
	Digital Imaging Production AB	9-12
	Drama AB	9-12
	Drawing AB	9-12
	Film Production AB	12
	Filmmaking 1AB	9-12
	Filmmaking 2AB	10-12
	Graphic Design Fundamentals	10-12
	Guitar AB	9-12
	Honors Jazz Band AB	9-12
	Honors Vocal Ensemble AB	9-12
	Instruments AB	9-12
	Intermediate Jazz Band AB	9-12
	Intro to Piano AB	9-12
	Jazz Ensemble AB	9-12
	Painting 1AB	9-12
	Painting 2AB	10-12
	Theatre Festival AB (not yet on UC doorways)	9
	Theatre Improvisation AB	9-12
	Theatre Introduction AB	9-12
	Theatre Production AB	10-12

	Vocal Ensemble AB	9-12
G: College-Preparatory Elective	AP Macroeconomics (History/Social Science)	12
	AP Psychology (History/Social Science)	11-12
	AP Research (Interdisciplinary)	11-12
	AVID 12 (Interdisciplinary)	12
	Broadcast Journalism (Interdisciplinary)	10-12
	Economics (History/Social Science) (Online)	12
	Economics (History/Social Science)	12
	Energy and Environmental Design (Science – Integrated)	11-12
	Introduction to Anthropology (History/Social Science)	11-12
	Introduction to Psychology (History/Social Science)	11-12
	Journalism 1AB (English)	9-12
	Journalism 2AB (English)	10-12
	Personal Finance (Interdisciplinary)	10-12
	Personal Finance (Interdisciplinary) (online)	10-12
	Sociology (History/Social Science) (online)	10-12
	Speech AB (English)	10-12
	Writing Composition: College Writing Practice (English)	10-12
Graduation Requirement: Computer Courses	Introduction to Computers (5 credits)	9-12
	Advanced App. Computers (5 credits)	9-12
	Web Design (5 credits)	9-12
	Digital Media (5 credits)	9-12
	Graphic Design AB	10-12
	AP Computer Science Principles AB	10-12
	AP Computer Science AB	10-12
	Computer Literacy (5 credits)	9-12



	Desktop Publishing (5 credits)	10-12
Graduation Requirement: Applied Technology Courses	Accounting (5 credits)	10-12
	Advanced Foods (5 credits)	9-12
	Personal Finance (5 credits)	10-12
	Woodshop 1-4AB	9-12
	Parent/Child Development (5 credits)	9-12
	Foods and Nutrition (5 credits)	9-12
	Stage (5 credits)	9-12
Graduation Requirement: Health Course	Health (5 credits)	9
	Health (online) (5 credits)	9-12
Graduation Requirement: Physical Education Courses	ADV PE 1AB	9
	ADV PE 1AB Dance	9
	ADV PE 1 AB Tennis	9
	ADV PE 2AB	10-12
	ADV PE 2AB Dance	10-12
	ADV PE 2AB Tennis	10-12
	ADV PE 2 AB Body Conditioning	9-12
	Aerobics AB	9-12
	Adaptive PE AB (for students with special needs)	9-12
	Marching Band AB	9-12
	JROTC 1-4 AB	9-12
	Sports Teams: Boys Basketball, Girls Basketball, Cheerleading, Cross Country, Drill Team, Football, Boys Soccer, Girls Soccer, Girls Tennis, Boys Tennis, Girls Volleyball, Boys Volleyball, Girls Water Polo, Boys Water Polo, Wrestling, Softball, Baseball, Track and Field, Swimming and Diving, Golf	9-12
	Academic Decathlon (5 credits per semester)	9-12

Miscellaneous Electives:	AVID (5 credits per semester)	9-12
	College and Career Readiness (5 credits)	9
	Community College Classes	9-12
	Leadership (5 credits per semester)	9-12
	ELD 1, 2, & ADV ELD (5 credits per semester)	9-12
	ESS English & ESS English (5 credits per semester)	9-12
	Library Practice (5 credits)	9-12
	R.O.P. Off Campus	11-12
	Senior Cabinet (5 credits)	12
	Study Skills (5 credits)	9-12
	T.A. (Teacher Assistant) (5 credits)	9-12
	Tutoring (5 credits)	9-12
	Work Experience (5 credits per class)	11-12
	Yearbook AB	9-12

Students are encouraged to enroll in Honors or AP courses in subjects in which they demonstrate academic strength. ECRCHS will continue to encourage teachers to work with students to improve student success and retention in Honors courses which, in turn, will help ensure that more students are better prepared to make the transition into AP courses. In addition, ECRCHS is actively discussing the creation of additional summer bridge programs to prepare students for AP courses.

ECRCHS will continue to offer AP courses in 26 subjects and will explore the addition of other AP courses based on student demand and educational and career trends.

### **13. Instructional Methods and Strategies**

ECRCHS provides a standards-aligned, appropriate, rigorous, and intellectually and emotionally challenging curriculum with the conviction that all students can learn and succeed. To this end, teachers implement various instructional methods and strategies to effectively deliver the curriculum to all students.

For effective and data-driven instructional practices, teachers use a variety of both formative and summative assessments throughout instructional units to ensure that skills and objectives are being met. Academic vocabulary is integrated into instructional lessons and is assessed throughout the course of units and the academic year. Teachers use inquiry and Project-Based Learning across the curriculum which allows students to cocreate knowledge and understanding while questioning, researching, and

often solving real-world problems while the teacher facilitates the processes. Project-based learning takes place in various disciplines as described in the section above, Curriculum and Instruction. For example, teachers in the CTE Department design and execute a two-day parenting simulation exercise where students gain first-hand understanding of the challenges and complexities of adult responsibility.

Many courses at ECRCHS incorporate both individual and group projects. Teachers also regularly implement small group exercises, which foster cooperation, development of interpersonal skills, and peer-to-peer learning. The ELA Department regularly uses this method to teach literary concepts, e.g., each group is responsible for analyzing a concept and presenting it to their classmates and teacher. Students support their literary interpretation with textual evidence and turn in individual work product for evaluation by their teacher. Whole class discussion is regularly implemented in various courses such as mathematics, English, world languages, and science in the form of Socratic Seminars or Circles of Seven. In Socratic Seminars and Circles of Seven, students lead discussion of a document or concept in a structured manner using challenging questions to elicit critical thinking and debate. ECRCHS' faculty has received in-depth training in this instructional method and it has been highly effective in practice.

Student engagement is a key objective of the instructional method utilized by ECRCHS teachers. Across the disciplines taught at ECRCHS, teachers use curriculum maps, pacing guides, and differentiation to design instruction to meet the needs of all students.

ECRCHS also encourages teachers to collaborate across disciplines in order to demonstrate linkages between different subjects in the real world. In the Humanitas program, at the 10th grade level, biology, English, and world history teachers combine their efforts to complete a unit in a 10-week timeframe entitled "Pushing the Envelope: Technological Change and its Consequences." This interdisciplinary thematic unit kicks off in World History with study of the Industrial Revolution, introducing students to many inventors and inventions of the mid-19th century in Europe. The essential question of this unit asks: "Technology was changing but was it more positive or negative on society as a whole?" The same time period is then studied in English, through the novel *Frankenstein* by Mary Shelley, using the same essential question. In biology, students study the scientists of the Industrial Revolution, discussing the impact of new forms of scientific study during the time. Finally, students are asked to find a TED Talk that highlights how technology continues to play a huge role in society today. The unit culminates in a thematic essay addressing the topics studied in all three core subjects. This unit is just one example of the kind of interdisciplinary learning that takes place in all grade levels of the Humanitas program. Project-based learning is also an essential part of all STEAM classes here at the Charter School. In chemistry courses, students designed solar ovens as part of a competition to determine which design is most effective at drying a wet sponge given limitations on size and materials. By practicing the engineering model of iterative design, AP Physics C students built 3D-printed remote control boats. These boats were then pitted against each other in an obstacle course race. The Introduction to Green Technology (IGT) class competed in the Streets to Sea challenge hosted by the Los Angeles County Department of Public Works. In this competition, schools proposed a design to improve water quality in an effort to promote awareness for "water wise" solutions. The final round of judging was conducted at the Disney Synergy Studio – ECRCHS' IGT class won a trip to a floating lab in Long Beach, California.

Students in Introduction to Computers classes are tasked with understanding the societal impact of social media. Students read two articles discussing instances where, in the wake of George Floyd's death, several universities have rescinded admissions of incoming freshman students based on racially charged social media posts. Students examine the pervasive nature of social media and how computers

have allowed for the spread of both positive and negative messages. Students then write about their own social media use and the impact of their online presence on their future.

Focus on literacy in CCSS is reflected in ECRCHS' school-wide programs such as Write to Learn, in which every teacher in every discipline implements writing prompts and research-based practices in their curriculum.

By making a rigorous and relevant curriculum accessible to all students, ECRCHS seeks to prepare every student for college and career and for a lifetime as a responsible and productive member of society.

#### **14. How the Charter School's Instructional Methodologies and Curriculum Will Ensure Student Master of the California CCSS and Other State Content Standards**

ECRCHS uses a variety of instructional methods to provide the best opportunities for all students to learn at high level, creating a highly accountable model of educational innovation guided by research-based core beliefs and best practices. These instructional methods support the vision and mission of the Charter School and are well-suited to address the needs of the student population because they scaffold learning, use SDAIE strategies, support critical thinking, apply skills necessary for students to be college and career ready, and address visual, auditory, and kinesthetic modalities. All of ECRCHS' courses have been designed in alignment with the State Standards ([www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)). ECRCHS faculty receives training and support in designing lesson plans in alignment with the State Standards, to ensure students receive individualized support and benefit from instructional strategies as they work towards mastery of the State Standards. For effective and data-driven instructional practices, ECRCHS' teachers use a variety of both formative and summative assessments throughout instructional units to ensure that skills are developed and objectives are met as planned. Many courses at ECRCHS incorporate both individual and group projects. Teachers also regularly implement small group exercises, which foster cooperation, development of interpersonal skills, and peer-to-peer learning. A focus on literacy in CCSS is reflected in ECRCHS' schoolwide programs such as Write to Learn, in which every teacher in every discipline implements writing prompts and research-based practices in their curriculum.

#### **15. How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology**

Technology is integrated across the curriculum at ECRCHS. Classrooms are equipped with computers, projectors, enhanced audio equipment, Promethean boards, and document cameras, which are used as teaching tools. Every student at ECRCHS is issued their own laptop to use in the classroom and at home. ECRCHS is transitioning to e-books to help alleviate the need for students to carry books to and from school. Teachers use Canvas and other tools such as Remind, email, and the Jive phone system to communicate with students and parents/guardians. Teachers also use software to create assessments and analyze scores to inform their teaching. Teachers are also issued laptops and use Aeries, a student information system, to take attendance and post grades.

Teachers receive technology training on a regular basis through professional development, including on how to administer computer-based standardized tests. In turn, teachers prepare their students to take computer-based standardized tests, e.g., utilizing the SBAC Secure Browser Practice tests. In addition to exposure to technology in their courses, all students are also required to take at least one computer literacy class. With these supports, students will be ready to take the upcoming computer-based standardized assessments.

In addition to preparing students to take computer-based standardized tests, students at ECRCHS also learn to use technologically to access information that will be useful and relevant to their academic, college, and career pursuits, and help them navigate their way successfully in the 21<sup>st</sup> century. Technology is embedded in every course at ECRCHS, from elective classes to core classes of all levels. Internet sources are used in most courses for research. Mathematics courses utilize scientific/graphing calculators, document cameras and various computer programs. The ELA Department uses document cameras to facilitate composition instruction. Elective courses, such as Life Skills, include technologically complex assignments such as the development of students' individual electronic portfolios. The World Languages Department utilizes audio enhancement devices to support students with hearing impairments and other students who may benefit from having their teacher's voice amplified. The Science Department collaborated online to create their own textbooks to meet the needs of ECRCHS students.

ECRCHS also offers a wide variety of courses in technology, including Introduction to Computers, Video Game Design, AP Computer Science, AP Computer Science Principles, and several other courses. The Business and Technology Department is making a renewed effort to enroll more female students in computer courses. To that end, the Business and Technology Department asked female students to conduct a survey of their peers to determine how to create an environment that encourages female students to enroll in technology courses. The survey results indicated support for the formation of a "Women in Technology" club, which the department will create this school year after identifying students who wish to hold leadership roles in the new club.

#### **16. Graduation Requirements (Including the Number/Type of Units Required) and A-G Requirements**

To earn a diploma at ECRCHS, students must complete the required course of study with a D or better, earn at least 230 credits, and meet the Service Learning and Career Pathway requirements. In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

Students have an opportunity to meet individually with a counselor at least once a semester to discuss programming choices, post-secondary plans, graduation requirements, A-G requirements, etc. During these programming meetings, the counselor reviews an Individualized Graduation Plan (IGP) with each student. The IGP specifies which credits towards graduation have been earned and which credits are still needed, helping the counselor and student ensure that requirements will be met. Students are encouraged to go above the minimum requirements to continue their learning and increase their readiness for college and career. If a student chooses to drop a course that would prevent the student from being A-G eligible, the counselor must first obtain permission from the student's parent/guardian. Teachers, counselors, and Administrative Directors also discuss graduation requirements and A-G requirements with parents/guardians at parent-teacher conferences. In addition, ECRCHS' college counselors include information regarding A-G eligibility in printed materials distributed by the College Office, and review college requirements when they make presentations to students and families. Students are encouraged to take A-G courses and pass with a C or better to qualify and meet A-G requirements. The Charter School intends to continue improving A-G completion rates among its students.

<b>Subjects</b>	<b>HS Graduation Grades 9 – 12 (230 credits to graduate)</b>	<b>UC/CSU “A – G” Requirements Grades of C or better</b>
<b>Social Studies</b> <i>“A” Requirement</i>	30 Credits: World History AB US History AB Prin. Am Democracy Economics	2 Years: World History, US History (more recommended)
<b>English</b> <i>“B” Requirement</i>	40 Credits: English 9AB English 10AB Amer Lit/Cont Comp 12 <sup>th</sup> grade Comp/12 <sup>th</sup> grade Lit	4 years of college prep English
<b>Math</b> <i>“C” Requirement</i>	20 credits: Algebra 1AB Geometry AB (or Adv. App Math AB) <b>OR</b> 2 years college prep math	3 years: Algebra 1AB Geometry AB Algebra 2AB (more recommended)
<b>Lab Science</b> <i>“D” Requirement</i>	20 credits: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB)	2 years: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB) (more recommended)
<b>World Language</b> <i>“E” Requirement*</i>	<i>Not a high school graduation requirement</i>	2 years of same world language (more recommended)
<b>Visual/Performing Arts</b> <i>“F” Requirement</i>	10 credits: Visual/Performing Art	1 year: Visual/Performing Art (Students must take the A and B portion of the same visual/performing art)
<b>Electives</b> <i>“G” Requirement</i>	75 additional credits	1 year or more advanced courses in math, arts, English, lab science, world language or social sciences
<b>Applied Technology</b>	5 credits	<i>Not a UC/CSU requirement</i>
<b>Computer Course</b>	5 credits	<i>Not a UC/CSU requirement</i>
<b>Physical Education</b>	20 credits	<i>Not a UC/CSU requirement</i>
<b>Health</b>	5 credits	<i>Not a UC/CSU requirement</i>
<b>Total Credits</b>	<b>230 total credits</b>	

### **17. Credit Recovery, College Requirements, and College/Career Indicator**

ECRCHS is committed to providing an appropriate and challenging educational program for all students, including students achieving at a level significantly below their peers, defined as students who are thirty (30) credits or more behind based on the four-year pacing plan. These students are given the opportunity to capture credits through the Alternative Education Program. This program provides additional strategies with a more personalized instructional setting specific to each student’s academic needs. Students in this program are expected to master the skills and content necessary for success in colleges and careers and demonstrate mastery of standards in five core academic subject areas: ELA, history/social sciences, mathematics, the natural sciences, and VAPA arts.

Credit recovery courses offered are not set on a semester timeline. Instead, each course is designed to allow students the flexibility to access the curriculum at their own pace. Personalized learning plans are developed for each student. The instructional curriculum has the flexibility to provide specific intervention, catering to the needs of each student, throughout each course’s duration. A self-paced format allows the supervising teacher to slow down the curriculum at any time throughout the course

and address learning deficits. Students are not required to move forward and keep up with a class of other students but may rather set their own pace based on their skills and ability to process the information necessary to be successful in each course. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade appropriate classes that meet A-G requirements.

ECRCHS also offers summer school courses for credit recovery. The summer school schedule changes each year, as it is driven by student demand for specific courses.

In addition to these credit recovery opportunities, an Independent Study program is offered to those students who are unable to attend school in the traditional five days a week format. This program is described in further detail in the section on ECRCHS' Independent Study program, below.

Counselors meet with new transfer students upon enrollment to update transcripts and conduct graduation checks. Counselors use ECRCHS' information system, Aeries, to keep track of course requirements, and put together an individual graduation plan that prepares students for college admission.

ECRCHS continues to strive to improve its students' college and career readiness. The CDE College/Career Indicator states that 50.2% of our students from the Class of 2019 were prepared for college/career. ECRCHS strives to ensure that all students satisfy the A-G requirements, unless a parent/guardian requests that their child be removed from that pathway.

#### **18. Western Association of Schools and Colleges (WASC) Accreditation**

In 2017, ECRCHS received a clear six-year WASC accreditation. To maintain WASC accreditation, ECRCHS will utilize staff meetings to constantly review WASC's Action Plan for ECRCHS. ECRCHS will continue to refine and reshape its mission and vision and goals to meet students' needs by embedding the WASC Action Plan goals in Visiting Committee recommendations. Additionally, ECRCHS will form WASC committees to help review and implement each section of the WASC Action Plan. The next WASC committee will be formed in 2021-2022, in preparation for the next scheduled WASC visit in 2023.

#### **19. How Charter School Will Inform Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements**

In compliance with Education Code Section 47605(c)(5)(A), ECRCHS provides all students and parents/guardians with a course catalog or its equivalent, and informs parents/guardians about graduation and college entrance requirements as well as the transferability of courses to other public high schools. This information is explained in the ECRCHS Parent-Student Handbook, which is available in the counseling offices and online in both English and Spanish. The counseling offices are staffed with bilingual clerical employees, a bilingual counselor, and a bilingual administrator who are available to translate this information for Spanish-speaking parents/guardians.

ECRCHS has received full accreditation from the WASC and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other local high schools.

## 20. Transitional Kindergarten

Not applicable.

## 21. Academic Calendar

ECRCHS follows the LAUSD school calendar in an effort to accommodate parents/guardians who have younger children in LAUSD elementary schools and middle schools. The LAUSD 2021-2022 school year calendar has not yet been released. Below is a tentative school calendar for the 2021-2022 school year; note that as the District reconsiders its first day of school policy, this may change significantly (i.e., a September start date).

### Tentative School Calendar 2021-2022

July 2021							August 2021							September 2021						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3	1	2	3	4	5	6	7	5	6	7	8	9	10	11
4	5	6	7	8	9	10	8	9	10	11	12	13	14	12	13	14	15	16	17	18
11	12	13	14	15	16	17	15	16	17	18	19	20	21	19	20	21	22	23	24	25
18	19	20	21	22	23	24	22	23	24	25	26	27	28	26	27	28	29	30		
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		
October 2021							November 2021							December 2021						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
January 2022							February 2022							March 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1			1	2	3	4	5			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28						27	28	29	30	31		
30	31																			
April 2022							May 2022							June 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		



Professional Development (PD) Day (Pupil Free)  
Regular Schedule School Day  
No School/Holiday



Pupil Free Day  
PD Schedule School Day (Shortened)  
Minimum Day Schedule

8/16/21 First Day of Instruction  
9/3/21 Admissions Day  
9/6/21 Labor Day  
9/7/21 Floating Holiday

1/11/22  
1/17/22  
2/21/22  
4/1/22

Second Semester Begins  
Dr. Martin L. King Birthday  
Presidents' Day  
Cesar Chavez Birthday Observed



9/16/21 Floating Holiday  
 11/11/21 Veterans' Day  
 11/22-11/26/21 Thanksgiving Break  
 12/20/21-1/7/22 Winter Break

4/11-4/15/22 Spring Break  
 5/30/22 Memorial Day  
 6/10/22 Last Day of Instruction

## 22. Sample Daily Schedules

### NORMAL SCHOOL DAY SAMPLE SCHEDULES

#### *General Education Student*

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade 12 (60 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	English 9	English 10	English 11	English 12	59
Period 2 9:07-10:01	Algebra 1	Geometry	Algebra 2	AP Statistics	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Modern World History	Elective or AP Course	U.S. History	Economics/ Government	68
Period 4 11:39-12:33	PE	PE	Elective or AP Course	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Health	Biology	Chemistry	Physics	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	54
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):			378		

#### *Honors Student*

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade 12 (60 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	Honors English 9	Honors English 10	AP/ Honors English 11	AP/ Honors English 12	59
Period 2 9:07-10:01	Geometry	Honors Algebra 2	Pre-Calculus	AP Calculus	54

Nutrition 10:01-10:17					16
Period 3 10:24-11:32	PE	PE	Elective/ AP Elective	Elective/ AP Elective	68
Period 4 11:39-12:33	Honors Biology	AP Biology	AP Chemistry	Physics	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Honors Modern World History	AP European History	AP/Honors U.S. History	AP Government	54
Period 6 2:20- 3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):			378		

*AVID Student*

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade12 (60 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	AVID English 9	AVID English 10	English 11	English 12 or AP English	59
Period 2 9:07-10:01	Algebra 1	Geometry	Algebra 2	AP Statistics	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	AVID 9	AVID 10	AVID 11	AVID Senior Seminar	68
Period 4 11:39-12:33	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	PE	AVID Biology	AVID Chemistry	Physics	54
Period 6 2:20- 3:14	AVID Modern World History	PE	U.S. History	AP Government	54
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):			378		

### Humanitas Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade12 (60 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	Humanitas English 9	Humanitas English 10	Humanitas English 11	Humanitas English 12	59
Period 2 9:07-10:01	Geometry	Algebra 2	Pre-Calculus	AP Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Humanitas Drawing or Theatre	Humanitas Modern World History	Humanitas U.S. History	Humanitas Principles of American Democracy	68
Period 4 11:39-12:33	PE	PE	AP Studio Art or other Elective	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Humanitas Zoology and Genetics	Humanitas Biology	Humanitas Chemistry	Humanitas Physiology	54
Period 6 2:20- 3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):			378		

### EL Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade12 (60 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	ELD Beginner	ELD Intermediate	ELD Advance	English 12	59
Period 2 9:07-10:01	ELD Beginner	ELD Intermediate	ELD Advance	Advance ELD	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Modern World History	Intro Computers	U.S. History	Principles of American Democracy	68

Period 4 11:39-12:33	PE	PE	Visual Performing Art or AP Course	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Health	Biology	Chemistry	Physiology	54
Period 6 2:20- 3:14	Algebra 1	Geometry	Algebra 2	Math Analysis	54
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):			378		

#### *Alternative Education Student*

	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade12 (60 Credits)	Inst. Minutes
Period 0 7:00-7:54				54
Period 1 8:01-9:00	English 10	English 11	English 12 or AP English	59
Period 2 9:07-10:01	Geometry	Algebra 2	Pre-Calculus	54
Nutrition 10:01-10:17				16
Period 3 10:24-11:32	Modern World History	U.S. History	Economics/ Government	68
Period 4 11:39-12:33	PE	Elective or AP Course	Elective or AP Course	54
Lunch 12:33-1:12				39
Period 5 1:19-2:13	Biology	Chemistry	Physics	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	54
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):		378		

#### **SAMPLE PROFESSIONAL DEVELOPMENT SCHOOL DAY/LATE START SCHEDULES**

##### *General Education Student*

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade12 (60 Credits)	Instructional Minutes
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Period 0 7:09-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	45
8:00-9:00	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time	
Period 1 9:07-9:59	English 9	English 10	English 11	English 12	52
Period 2 10:06- 10:51	Algebra 1	Geometry	Algebra 2	AP Statistics	45
Nutrition 10:51- 11:07					16
Period 3 11:14- 11:59	Modern World History	Elective or AP course	U.S. History	Economics/ Government	45
Period 4 12:06- 12:51	PE	PE	Elective or AP Course	Elective or AP Course	45
Lunch 12:51-1:30					39
Period 5 1:37-2:22	Health	Biology	Chemistry	Physics	45
Period 6 2:29-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	45
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):					312

## MINIMUM SCHOOL DAY SAMPLE SCHEDULE

### *General Education Student*

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (60 Credits)	Grade 12 (60 Credits)	Instructional Minutes
Period 0 7:19-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	35
Period 1 8:01-8:40	English 9	English 10	English 11	English 12	39
Period 2 8:47-9:22	Algebra 1	Geometry	Algebra 2	AP Statistics	35
Period 3 9:29-10:04	Modern World History	Elective or AP Course	U.S. History	Economics/ Government	35
Nutrition					20

10:04-10:24					
Period 4 10:31-11:06	PE	PE	Elective or AP Course	Elective or AP Course	35
Period 5 11:013-11:48	Health	Biology	Chemistry	Physics	35
Period 6 11:55-12:30	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	35
<b>Total Instructional Minutes</b> (without optional Period 0 and with 35 minutes of passing periods):					249

### 23. Instructional Days and Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Professional Development/Late Start Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Other Days	Number of Instr. Minutes Per Other Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
9	Yes	139	378	34	312	7	249	0	0	180	64800	64893	93
10	Yes	139	378	34	312	7	249	0	0	180	64800	64893	93
11	Yes	139	378	34	312	7	249	0	0	180	64800	64893	93
12	Yes	139	378	34	312	7	249	0	0	180	64800	64893	93

### 24. Early College and Middle College High Schools Attendance Requirements of Education Code Section 46146.5, As Amended by SB 379

Not applicable.

## PROFESSIONAL DEVELOPMENT

### 25. Professional Development

The ECRHS faculty and instructional leaders constantly strive to bring new, research-based techniques as well as timely and relevant developments from the field of education during professional development time and common planning periods. Professional development is guided by the Professional Development Advisory Committee (PDAC) which is made up of diverse and highly trained educators who plan, implement, and follow through with feedback surveys on professional development that is offered throughout the year. In March of 2017 the PDAC held a successful Professional Development day with a keynote on mindfulness and a variety of workshops based on

needs. The Language Appraisal Team also provides monthly professional development on instructional strategies for emerging English language learners. Sometimes, outside experts are brought in to facilitate professional development. For example, in 2019 and 2020 The Howard Group led culturally responsive sessions on Race & Culture in the Classroom, College and Career Readiness, Trauma, Culturally and Linguistically Responsive Teaching, and Implicit Bias. Another example includes training from Dr. Lisa Murawski from California State University Northridge on co-teaching best practices. Lastly, instructional coaches are responsible for ensuring that educators have the support needed to implement strategies introduced and reinforced through professional development. This one-on-one interaction with trained instructional coaches is essential for continued educator growth.

All educators participate in Common Planning time once a week on Wednesdays where they are able to collaborate in course-alike and/or vertically-aligned groups or cross-disciplinary teams. Common planning meetings are also used for vertical planning within departments, and subject level planning to create long-term and short-term goals. Additionally, teachers look at current student data to help drive instruction and ensure universal access and success for all students. Teachers meet in their content specific groups to establish the curriculum, share best practices, evaluate strategies, develop common formative and summative assessments, examine data, and reflect on next steps.

Whole-school Professional Development Days are at the beginning of each semester and throughout the year departments are authorized to have departmental retreats to continue the spirit of collaboration. At these Professional Development Days, we utilize our teachers who have a variety of expertise in areas such as differentiating instruction, integrating technology, strategies for behavior support, and more to develop and deliver the content for the day.

To further belabor this point, teachers are also encouraged to attend other outside conferences especially if they are part of a small learning community. All teachers of AP classes have attended an AP workshop presented by the College Board for their respective courses. Teachers assigned to the AVID program attend a week-long seminar presented by the AVID Institute where they learn updated practices and tools to use in the classroom. Additional opportunities for Special Education teachers include academic support training and support in the areas of autism, self-regulation, motivation, and Non-Violence Crisis Intervention. ECRCHS conducts ongoing in-services for special education. Our entire staff is trained about services and programs related to students with learning disabilities and how to implement accommodations and modifications in the general education classroom. Many educators from the Technology Committee often attend the CUE conference where they learn the latest innovations in educational technology to bring back to the staff. As needs arise, educators can attend outside conferences and workshops to enhance their professional knowledge.

At the end of each school year, PDAC meets to analyze and identify needs of staff for the following year. Data also is analyzed throughout the year and a comprehensive needs assessment is utilized to establish upcoming goals. For example, the Charter School would like to implement further professional development in areas of racial and social justice. These professional development goals are communicated to the department chairs and instructional leaders at a convening called Instructional Cabinet.

Meaningful professional development is a core value of the Charter School and one way to ensure that students are receiving the best education possible. There are many educators who have self-selected to maintain their own professional growth through completing National Board Certification which allows educators to constantly reflect on their practice in a structured way. The Charter School utilizes these

teachers in a variety of ways to assist/mentor other educators (especially new teachers) with professional goals. Additionally, these teachers contribute to school-wide committees and help develop school-wide professional development. The Charter School will continue to develop plans to implement discovered learning on macro and micro levels of education.

The Charter School will conduct professional development every Wednesday morning. In the 2021-22 school year, topics will include:

- Cultural proficiency
- Common Core State Standards
- Technology Integration with Curriculum and Instruction
- Mindfulness / Social-Emotional Learning
- Formative and Summative Assessments
- Rubrics

## **26. Teacher Recruitment**

As indicated in the LCFF State Priorities Table above (State Priority #1), all teachers at the Charter School have earned the California teaching credential or authorization appropriate for their area of assignment. Staffing of the small learning academies (Humanitas, AVID, Art and Design, CEA) takes place through discussion with selected faculty to determine their interest in these programs. Often these academies require extra coordination and time to create a unified educational experience for the students.

ECRCHS utilizes various strategies for conscientious recruitment. In addition to active postings and advertising with job sites such as EdJoin and Indeed, ECRCHS works closely with local university partners such as CSUN, Pepperdine and UCLA.

Hiring committees that include administrators, department chairs and employees are formed to review teacher and staff applications and conduct interviews. Applicants submit applications along with their resume, letters of references and copies of their credential(s). The committee screens applications and schedules interviews with potential candidates. It is the practice of ECRCHS following an interview, to select candidates to demonstrate a teaching lesson in a classroom setting. After verifying professional references and other application requirements, applicants are then ranked and recommended for hire to the Executive Director, who makes the final decision.

For new teachers, monthly meetings are held to provide training and further instruction on the topics discussed during weekly professional development meetings. All new teachers are also assigned a mentor to help with daily instructional questions and challenges. Finally, all new teachers are encouraged to sign up for individual professional development opportunities from outside sources such as the Los Angeles County Office of Education, Ventura County Office of Education, and the Association for Supervision and Curriculum Development.

## **MEETINGS THE NEEDS OF ALL STUDENTS**

### **27. English Learners**

#### **a. Process of Identifying EL Students**

English Learners are a small portion of ECRCHS enrollment: in the 2019-2020 school year, EL students



comprised 2% and RFP students comprised 19.5% of the ECRHS population. (cde.ca.gov/Dataquest (English Learner Enrollment)). The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate college and career ready.

ECRHS shall adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents/guardians are required to complete a *Home Language Survey* upon enrollment at the Charter School. (Education Code Section 52164.1.) Students whose primary language is not English are assessed using the English Language Proficiency Assessments for California (ELPAC) aligned to the CA ELD Standards.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

EL students will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with Education Code guidelines.

Students with disabilities are permitted to take the ELPAC with the accommodations consistent with the provisions of the Education Code and as specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP.

ECRCHS staff notify parents/guardians of the Charter School’s responsibility to conduct ELPAC testing and inform parents/guardians of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

#### **b. Educational Program for English Language Acquisition**

Because ECRCHS is a high school, its EL population generally arrives from local middle schools more advanced in their English language development. Therefore, ECRCHS focuses EL instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. EL students fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Identification and support from paraprofessionals and contracted service providers are two key components that support EL students. These instructors provide EL students with the counseling and academic planning necessary to ensure all EL students graduate college and career ready. All EL students have Individualized Learning Plans whereby English Language Development goals are identified and monitored. New students’ specific needs will be assessed by the initial ELPAC, which ECRCHS administers within mandated timelines, as described above. ECRCHS teachers are trained in the use of strategies to support EL students throughout instructional delivery and differentiated practice. In addition, ECRCHS hired in 2015 a bilingual guidance counselor; this bilingual guidance counselor continues to work with ECRCHS’ EL student population.

#### **c. How the Program Will Meet State ELD Standards and Use the Results of the ELPAC**

ECRCHS bases its English Learner support program on the CA ELD Standards.

As guided by the CA ELD Standards, ECRCHS teachers and instructional consultants provide instruction grounded in the best available research on supporting EL students in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor. ECRCHS' ELD Coordinator partners with the classroom teachers to include ELD goals on students' learning plans. Additionally, ECRCHS' ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

**d. Services and Supports for English Learners, Including Instructional Strategies and Intervention**

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. ECRCHS uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

ECRCHS provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach EL students to read and write as well as how to close the achievement gap for EL students through pedagogical tools designed to ensure that all EL students can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. ECRCHS' ELD Coordinator also communicates the specific language needs of ECRCHS' EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing EL students with more capable peers further ensure student access to academic content. All students identified as EL students will participate in dedicated English as a Second Language instruction as one of their elective courses.

EL students also have access to grade-level academic content and practical language development through the Multimedia and Performing Arts Program. Through the interpretation of international classics and the creation of new musical, dramatic and computerized works, EL students use these creative outlets as another language to express their thoughts and human experience that can be considered universal.

**e. Process for Annual Evaluation of the Charter School's English Learner Program**

The Administrative Director in charge of Curriculum at ECRCHS is responsible for ensuring the quality and success of all instructional programs, and reports to the Board monthly on progress towards academic goals, including serving EL students. The Executive Director conducts regular (at least quarterly) observations in every classroom. Feedback, trouble-shooting and professional goal setting follow each observation. In addition to this ongoing practice, the Executive Director works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. ECRCHS expects EL students to show proficiency in content areas and that EL students will improve at least one ELD level annually as measured by the ELPAC.

**f. Process and Specific Criteria for Reclassification**

ECRCHS monitors student mastery of the ELD standards through the use of formative assessments.

These assessments are given throughout the semester to adjust instruction or move forward depending on the level of mastery. This ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan for English Learners and Standard English Learners. (LAUSD Reference Guide, 2018). Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

Progress towards reclassification is a continuous cycle that is monitored throughout the whole school year by administration, faculty, and staff. All teachers are given language fluency data on their students. Rosters indicate EL students and reclassification status. English and math teachers are given their students' ELPAC scores with guided information on how to interpret each scored category, as well as prior semester grades for EL and reclassified students. Additionally, each counselor at ECRCHS is responsible for monitoring the progress towards reclassification for the EL students assigned to them, including through student contact throughout the year, parent/guardian contact, teacher contact, and scheduling intervention as needed.

The ELD Coordinator reviews EL academic progress at the end of each reporting period. EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of evidence used to monitor progress of EL students:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

The ELD Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the ECRCHS Student Information System (Aeries), places EL students according to ELD level, reviews EL monitoring rosters to ensure EL students are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents/guardians receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria are as follows:

- Students must earn an overall score of 4 on the Summative ELPAC assessment.
- Students must earn a C or better in their English or ELD class.
- Students must earn a score of Basic or better on the Reading Inventory assessment.

Moreover, ECRCHS will consider the following during the reclassification process:

- (1) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Education Code Section 60810.
- (2) Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
- (3) Parental opinion and consultation.
- (4) Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to

participate effectively in a curriculum designed for pupils of the same age whose native language is English.

#### **g. Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students**

In order to meet the individual needs of each English learner, the ELD Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that ECRCHS provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what EL students know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide ECRCHS teachers as they provide EL students with targeted instruction in English language development as well as differentiated instruction in academic content areas:

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, EL students at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is ECRCHS’ philosophy that EL students at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- **Overall Proficiency**: A general descriptor of EL students’ abilities at entry to, progress through, and exit from the level;
- **Early Stages**: Descriptors of abilities in English language that EL students have at the early stages of the level; and
- **Exit Stages**: Descriptors of abilities in EL students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication: collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production EL students can be expected to exhibit at the level; EL students increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

EL students will continue to be re-evaluated annually using the ELPAC assessments until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). ECRCHS sets a demanding reclassification target annually. The ELD Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of four years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

#### **h. Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)**

The needs of LTELs are varied, and several people work together to identify the reasons why a student has not achieved English proficiency at an expected rate and determine the best support system for that student moving forward. At the beginning of each semester, the Administrative Director in charge of ELD instruction meets with the counselors and ELD Coordinator to determine which strategies should be implemented to promote student success. These strategies may include the use of electronic translators in class, or the pairing of LTELs with peer tutors who speak the same native language, among others. Teachers are also involved in this process, and the counselors, ELD Coordinator, and an Administrative Director follow up with teachers to measure students’ progress. The ELD Coordinator and an Administrative Director also plan Professional Development sessions throughout the school year that introduce teachers to strategies for working with LTELs in the classrooms.

ECRCHS prioritizes resources, e.g., curriculum for ELD instruction, for LTELs. EL students are made aware of their LTEL status, the challenges associated with LTEL status, as well as specific barriers to reclassification and ways to address them. LTEL students are given another layer of intervention. In addition to the supports already embedded within the school day for EL students, LTEL students are provided extra support classes, in English, Math, Study Skills and Test Prep. The ELD Coordinator and the Intervention Coordinator may also provide LTEL students with alternative classes that are self-paced. These classes are planned based on each student’s learning needs and proficiency level, and the pace may be adjusted based on each student’s progress towards mastery.

#### **28. Gifted and Talented Students and Students Achieving Above Grade Level**

ECRCHS maintains a rigorous standards-based curriculum that is founded on department-designed units of instruction and periodic benchmark assessments. Teachers and counselors at ECRCHS use students’ scores on periodic benchmark assessments, overall grades, individual work ethic, attitudes toward

learning, and other factors to determine if a student is recommended for placement in a more academically challenging environment. Throughout their time at ECRCHS, these identified students have their academic progress monitored by their counselor. Parents interested in learning more about GATE may contact the Administrative Director over Secondary Counseling Services.

Students identified as high achieving in all forms of assessment are encouraged to enroll in Honors courses and AP courses in subjects in which they have excelled or that otherwise align with their areas of interest or college or career objectives. Freshman students identified as high achieving are encouraged to take up to two AP courses (Environmental Science and Human Geography) during their 9<sup>th</sup> grade year. Freshman-only sections are created for these AP courses to provide these students with the most supportive environment conducive to their needs. ECRCHS currently offers 12 Honors courses and 26 AP courses. The Charter School reevaluates this course offering each year, making changes as necessary to reflect student need and interest.

Gifted and Talented students are also encouraged to join competitive academic teams such as Academic Decathlon, Science Bowl, and Robotics, as well as participate in academic competitions. For example, ECRCHS students compete with other schools in math contests through the California Mathematics League (CAML) and American Scholastic Mathematics Association (ASMA). ECRCHS has been a charter member of Mu Alpha Theta since 2012, which is a national high school mathematics honor society that allows students who are mathematically inclined an opportunity to delve deeper into the high school math standards and to apply the knowledge to non-traditional problem solving. The members of this society compete amongst each other and against other schools from around the country and internationally.

## **29. Students Achieving Below Grade Level**

ECRCHS has developed a framework for students achieving below grade level expectations that is demonstratively pre-emptive in our approach to intervention. In order to facilitate student achievement, ECRCHS will offer interventions to address each student's specific learning needs so he or she can attack the curriculum once the school year begins. Prior to the beginning of the ninth grade year, ECRCHS reviews each student's cumulative record, including their prior state testing scores.

Students achieving below grade level are identified through MAP testing and their grades. Once identified, counselors and Intervention Coordinators will monitor their progress through continual review of grades and progress reports, as well as data from MAP Growth testing.

During the summer before ninth grade, every incoming admitted ECRCHS student will have the opportunity to participate in a four- to six-week Summer Bridge Program, which is conducted by an ECRCHS English, math, or resource teacher. Students will be assessed for their high school readiness, math, reading and writing abilities. For students that appear to be well below grade level expectations, emphasis will be placed on developing and strengthening their math and reading skills over the summer, and will also receive instruction in successful student practices and study skills, such as time management and organization. Diploma requirements will also be previewed so that students in the Summer Bridge Program understand the credits they will need to earn over the next four years to graduate from ECRCHS.

Once ninth grade begins, these students will continue to receive proactive intervention through additional learning supports including essential classes for English and/or math during the school day.



Instructional strategies will be employed in order to maintain a high level of support for this student group. Additionally, ECRCHS has added Study Skills classes to help support students who are struggling to meet standards.

In ELA, some students may have trouble writing coherently, which students are required to demonstrate on CAASPP, for periodic assessments, and for all college-admissions tests. As a department, ELA teachers make themselves available to students during lunchtime, nutrition and after-school for tutoring. Some classes have either a collaborative assistant or additional special education teacher as well. Teachers deliver content while accessing different modalities or learning intelligences with a variety of assessments and assignments, with an emphasis on breaking assignments into smaller, simpler tasks.

All students are required to complete two years of high school math, Algebra 1 and Geometry at minimum. (The combination could also be Geometry and Algebra 2.) For the students who experience difficulty passing these subjects, alternate courses are offered, e.g., Advanced Applied Math is a course offered to juniors and seniors who are unable to pass Algebra 1 or Geometry. Advanced Applied Math satisfies students' math requirement for high school graduation. This course is offered to students who received a "fail" grade in Algebra 1 in both the 9<sup>th</sup> grade and 10<sup>th</sup> grade, as well as to students who failed Geometry in 10<sup>th</sup> grade and prefer not to enroll a second time in 11<sup>th</sup> grade. The Math Department offers a lunchtime tutoring program for all students who are having difficulties in their math classes. ECRCHS also offers after-school math tutoring (3:30 pm – 5:00 pm) with math teachers and peer tutors.

Students can be credit deficient for a variety of reasons. Some of the reasons include personal and/or family crisis, poor attendance, low academic proficiency, or poor past choices. Students who are more than one semester behind their peers require additional strategy to ensure on-time graduation. ECRCHS will provide these students with a more personalized instructional setting specific to each student's academic needs. As detailed above, ECRCHS offers an Alternative Education Program for students who are most deficient in credits. Specifically, students who are significantly credit deficient, defined as those who are 30 credits or more behind the four year pacing plan are offered another layer of intervention through classes that are self-paced and designed to allow each student to master the content based on their own learning level instead of at the pace of an entire class of students at large. Students that are credit deficient are referred to the Administrative Director in charge of ECRCHS' Alternative Education Program.

This comprehensive support program provides a tailored, self-paced educational format. Students identified for the personalized intervention setting will be expected to master the skills and content necessary for the success in colleges and careers. The State Standards are embedded in the curriculum and lessons provided to students performing below grade level. All students are expected to demonstrate mastery of standards in six core academic subject areas: ELA, history/social sciences, mathematics, world languages (for A-G), visual and performing arts, and the natural sciences. All classes are taught by well-qualified instructors on campus and monitored by an Administrative Director.

ECRCHS also offers an Independent Study program for a small number of students, as further described in detail in the section addressing independent study, below

### **30. Socio-Economically Disadvantaged/Low-Income Students**

ECRCHS identifies students who are socio-economically disadvantaged or who are from low-income



homes, through the application for Federal Free or Reduced Price Meal program. All families are encouraged to apply for the program at the beginning of each school year.

Approximately 33% of ECRCHS students qualify for Free- or Reduced-Price lunch in 2019-2020. ECRCHS' teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports. ECRCHS provides a number of field trips to colleges and universities, theatres, museums, and community events at no charge to students. Furthermore, the ECRCHS Parent Teacher Student Association (PTSA) provides funding for yearbooks, dances, and senior activities for low-income students. These opportunities augment the instructional program and enhance the educational experience for all ECRCHS students.

ECRCHS has also implemented a free bus pass program, through which socio-economically disadvantaged students qualify for a pass that allows them to use public transit at no cost to them. ECRCHS also provides AP exam fee reduction for socio-economically disadvantaged students. Finally, ECRCHS will reach out to its parent/guardian organization, Friends of ECR, to arrange for financial support for socioeconomically disadvantaged students who have difficulty attending school-wide events and activities due to financial hardship.

Socio-economically disadvantaged students are monitored by ECRCHS' Intervention Coordinators and counselors, who will provide academic guidance and support. Students requiring social-emotional support are also referred to the PSW for assistance.

## **STUDENTS WITH DISABILITIES**

The FSDRL contains all provisions necessary to address matters related to students with disabilities and special education.

### **31. Students in Other Subgroups**

ECRCHS offers a variety of support for students with extraordinary needs, such as foster youth, students in rehabilitation or pregnant and for students who are parents. ECRCHS' extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, an option for Independent Study, and referrals to outside resources.

Foster/homeless youth attending ECRCHS are identified through self-reporting, from referrals from staff members or other students, or on the enrollment form. Once identified, ECRCHS' Foster/Homeless Youth Liaison will work with the student and supporting agencies to ensure that the student has full access to all academic curriculum and materials, as well as access to all events and activities. For example, ECRCHS will provide school supplies at no cost to the student, as well as provide free admission to all extra-curricular activities and school events.

## **A TYPICAL DAY**

### **32. Description of a Typical Day**

On a typical morning at El Camino Real Charter High School, students are greeted by an administrator or another adult. The demeanor of the diverse student body reflects the Charter School's focus on learning as the students enter school cheerfully and with a purpose. Although the student body is quite large, as

is ECRCHS' campus, ECRCHS has a long tradition of operating a very safe environment. This tradition is upheld with structures and regulations that support student safety and well-being while providing students numerous opportunities to learn and to be prepared for college and/or careers in the 21<sup>st</sup> century.

For some students, the school day begins at 7 a.m., when students have the opportunity to participate in a zero-period class. For some, the school day ends at 10 p.m., with the final buzzer marking the end of a football game or when members of the highly acclaimed Academic Decathlon team finish their study session. For teachers, students, and all other members of the school community alike, the day often begins and ends with a renewed sense of purpose, urgency, and determination to maintain the Charter School's reputation of excellence and to realize the goals stated in the Charter School's mission statement.

On a typical day, a visitor to ECRCHS may well see the following:

- The entire school, including office staff and all other personnel, reading for fourteen minutes at the beginning of third period. An exception to this Sustained Silent Reading is made for visitors who come to the offices during this period.
- Instructional coaches meeting with their colleagues and collaborating on best practices and instructional strategies for various departments.
- Students in a science class, guided by the teacher, engaged in a hands-on lab activity.
- A teacher using Newsela, PearDeck, or Edpuzzle (amongst others) to deliver instruction while the students follow along using their school-issued devices.
- The Intervention Coordinator, following up with the families of those students who need more academic support, while also monitoring the mentor program, PETS tutoring, and the bus pass initiative, and the school involvement of Latino and African American parents/guardians.
- The Intervention Team meeting to discuss MTSS and analyze school provided data that guides intervention strategies.
- Special Education and general education teachers planning together to deliver instruction.
- Students using manipulatives in a Geometry class in order to gain a better understanding of a standard being taught
- Coaches and coordinators organizing extra-curricular activities, such as, drama, baseball etc.
- Student-organized clubs gathering at lunch to discuss shared interests and/or plan an event.
- The ECRCHS Video Production team working together to provide live-stream coverage of an upcoming sporting event.
- The interdisciplinary Humanitas teams meeting to create the next unit and/or project.
- A Resource Specialist who is a co-teacher in a general education course, providing extra help to a student in the class.
- Teachers meeting with Resource Specialists to discuss how to differentiate an assignment for a student with special needs.
- Teachers, counselors, and support staff using the Charter School's student information system to monitor student progress.
- Teachers collaborating to develop innovative lesson plans that focus on topics such as Cyber Bullying, Solar Energy, etc.
- Teachers planning to incorporate technology into the courses they teach. For example, teachers in the Science Department utilize electronic clickers to evaluate students' understanding of the subject material.

The master schedule is created to meet the needs of all students. The A-G curriculum, which is aligned with the California content standards and the CCSS, provides a rigorous and relevant education, ensuring that all students have access to a high-quality educational program that will prepare them with the skills needed for college and career success. Students also have access to a wide variety of resources in the College and Career Center. The academic counselors support the students' success in the classroom, and the registered nurse, school psychologist, Psychiatric Social Worker, and Intervention Coordinator collaborate to support the health and safety of all students. All students have access to a wide range of course offerings, and some students elect to join small academic programs (AVID, Humanitas, Careers in Entertainment Academy, Visual Performing Arts Academy, STEAM, Alternative Education Program, Independent Study Program) that cater to their specific interest and unique learning styles. Students also have access to ECRCHS' extensive AP course offerings. In the cafeteria, food service is provided by the Charter School's selected vendor, which offers nutritious, well-balanced meals and snacks.

On a typical day at the Charter School, students, faculty members, administrators, classified employees, and visitors will see tangible evidence that they have entered a productive, rigorous, and supportive learning zone that supports academic achievement, social growth, and strong post-secondary outcomes for all students.

## **INDEPENDENT STUDY PROGRAM**

The Independent Study (IS) Program at ECRCHS assists students who are unable to attend school in the traditional five days a week format. It is designed for students with special interests and abilities, scheduling problems or individual needs that cannot be accommodated in the traditional school. Students must meet all independent study eligibility requirements. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn.

ECRCHS adheres to CDE regulations and requirements applicable to independent study programs operated at charter school sites as well as Education Code Section 47612.5 and Sections 51745-51749.6. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the Charter School shall be at the school site, and ECRCHS shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Education Code Section 47612.5. If ECRCHS offers non-classroom based instruction in excess of 20% of its total instructional minutes as authorized in Education Code Section 47612.5(e)(1), ECRCHS understands it will be subject to the funding determination process as provided in Section 47634.2. ECRCHS shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non-classroom based instructional minutes.

Students between the ages of 19 and 22 years old will not be directly enrolled into the IS program. However, as provided in the Education Code, students may remain enrolled in the IS Program until age 22 if they have been continuously enrolled in a school since age 19.

ECRCHS shall not charge any fees for students to enroll or participate in the IS Program.

Students who graduate from this program receive an ECRCHS diploma.

## **1. Description of Students Who Are Eligible to Participate in the Program**

Independent study is an optional educational alternative that students may voluntarily select, including expelled students, and in which no student may be required to participate. Any student enrolled at ECRCHS may participate in the IS Program. Parents/guardians and students must meet with the Administrative Director that oversees the IS Program to discuss this option and fill out the appropriate paperwork.

Upon approval by a student's parent(s)/guardian(s), an IS Program Master Agreement is completed and signed by the student, parent/guardian, Supervising Teacher, all teachers assigned to supervise their coursework, any other Instructor who will be working with the student, and the Executive Director. The Supervising Teacher will then create the new independent study class schedule for the student.

## **2. Type of Independent Study Model and Schedule**

For the non-traditional student, the IS Program provides an opportunity for students to access comprehensive high school resources and academic coursework that is tailored to each individual student. The same high academic standards and expectations in place in all ECRCHS classrooms apply for each IS Program course. All standards-based academic courses comply with UC/CSU A-G requirements and focus on college-preparedness, with the ultimate goal of preparing each student for success beyond high school. All courses required for high school graduation and college preparation are available to IS Program students (math, social studies, science, ELA, and world languages). In addition, based upon the student's incoming transcripts, ECRCHS' graduation requirements and the availability of credentialed teachers, the following electives may be available: Sociology, Psychology, Physical Education, World Geography, Home Interiors, and Neuroscience, as well as others.

Each IS Program student's Supervising Teacher monitors their progress weekly and provides them with the same provisions and resources as students enrolled in ECRCHS' traditional classroom-based program. Additionally, time is scheduled each week for IS Program students to participate in science labs, math tutoring, and art projects. All IS Program classes are taught by credentialed teachers who are members of ECRCHS' teaching staff. ECRCHS will comply with the pupils-to-certificated-employee ratio applicable to independent study programs, with consideration of IS Program students as part of the general population. ECRCHS will ensure that IS Program teachers are qualified to teach as required under applicable laws.

The IS program allows for flexible and individualized pacing, as determined by the Supervising Teacher and each course instructor. Students are expected to meet with teachers once a week and turn in all assignments on time. In between in-person meeting time, IS Program students communicate with teachers and staff via email.

IS Program students have full access to ECRCHS' tutoring, counseling, intervention and other supports as needed. While on campus, IS Program students are required to abide by the same rules stated in the ECRCHS Parent-Student Handbook.

In accordance with Education Code Section 51747(c)(1), graded assignments are kept in each IS student's individual file. Completed classes are entered into transcripts throughout the semester and available for parents/guardians and students to view from their personal Aeries account.

### **3. Credit/Graduation Requirements**

Per Education Code Section 51745(e), “no course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.” ECRCHS’ IS Program has the same graduation requirements as students in the general education program. IS Program seniors who have satisfied all graduation requirements are eligible for participation in ECRCHS’ graduation ceremonies. All IS Program classes utilize the same texts and supplemental materials as classroom-based program courses. IS Program students are required to take the same state-required tests as ECRCHS’ general population students, e.g., CAASPP.

If a student fails a required course, that student may take it for credit the summer immediately following the academic year. All courses taken for credit off-campus, regardless of the reason, require prior written permission from the counselor assigned to the student making the request. ECRCHS IS Program seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies.

### **4. Monitoring the IS Program and IS Student Progress**

The Administrative Director of Alternative Education is in charge of the IS Program (Director of Independent Study) and reports to the Executive Director. The Director of Independent Study is responsible for monitoring and supporting IS Program students by scheduling a specific day of the week for them to meet on campus with credentialed teachers for instruction, questions and testing. Student progress is measured by a variety of assessments, both formal and informal, including tests, quizzes and essays, along with discussion of schoolwork and assignments with teachers.

Assignments and exams are posted on the ECRCHS website under the Independent Study tab, according to class subject. Once completed, homework and tests are graded and returned to the student. Teachers regularly discuss grades and progress with students and their parents/guardians. If a student demonstrates limited or no progress, teachers will arrange a meeting with the student and their parents/guardians to discuss ideas for improvement and suggest options to create better study habits in order to achieve success. IS Program students are also able to receive one-to-one assistance with teachers via appointment. Progress reports are provided to the IS Program students and parents/guardians every five (5) weeks.

All IS Program records, including student schoolwork, are maintained by the Director of Independent Study and are made available as requested to students, parents/guardians and auditors. Records are kept for a minimum of three years consistent with Education Code 51747(b) (“A written record of findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school”).

### **5. Attendance and Absences**

Students are required to meet with their Supervising Teacher once per week on an assigned day to review assignments, assessments and pacing. ECRCHS complies with all Independent Study requirements of the California Department of Education (CDE) to assign attendance credit, using the

time value method of attendance accounting outlined in Education Code Section 51747.5(b). If a student misses two consecutive meetings with their Supervising Teacher, or misses two assignments in any one class, the Director of Independent Study schedules a meeting with that student, their parent(s)/guardian(s), their Supervising Teacher and any other appropriate teachers (e.g., a teacher of the class in which the assignments were missed) to discuss the student's compliance with the requirements of the IS Program. Appropriate interventions may be arranged such as tutoring, attendance in study skills classes, or other supports. If a student continues to miss assignments or meetings, they will have the option to return to the general education program at ECRCHS if they are unable to meet the IS Program requirements. Students who choose to transfer to another school are processed like any site-based transfer student. ECRCHS' Admissions Office is responsible for completing transfer-related documents, which identifies the school the student plans to attend, the reason why the student is leaving as required by CALPADS, and a signature by a parent or guardian. Students transferring out of the IS Program are issued an official transcript. Such students are expected to return all textbooks and school materials.

## **6. Transcripts**

Student coursework and credits earned from the IS Program are reflected on student transcripts in the same manner as classroom-based courses. Transcripts from IS Program participants are prepared in conformance with the CDE's historical guide that independent study should not be designated on student transcripts.

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## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES**

### **ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

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*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)*

#### **Measurable Goals Of The Educational Program**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

#### **Standardized Testing**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Please see Element 1, Section 8, *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)*.

## **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Please see Element 1, Section 8, *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)*.

## FOR SCHOOLS THAT SERVE GRADES THAT DO NOT PARTICIPATE IN CAASPP

Please see ECRCHS' LCFF table as provided in Element 1, Section 8 for a description of the measurable goals and assessment plan for grades 9, 10, and 12, which do not participate in CAASPP.

## OTHER PERFORMANCE TARGETS

Please see ECRCHS' LCFF table as provided in Element 1, Section 8 for a description of other measurable goals, annual assessment tools or other means to be used to measure levels of performance of the goal, and specific annual performance target(s) or outcomes.

## METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Bransford et al (2000) states, "formative assessment, involves the use of assessments (usually administered in the context of the classroom) as sources of feedback to improve teaching and learning" (p. 140). Teachers at ECRCHS employ formative assessment across all disciplines from Physical Education to Mathematics and English to Art. One of the more frequent approaches for teachers falls under the general category of "checks for understanding." The following table provides examples of this and other formative assessment techniques implemented by departments. The frequency of the assessment will be determined by the department and the curriculum. However, informal assessments are given daily to monitor student engagement and understanding. Formal assessments are given at least once a month to determine mastery of the content.

Formative Assessment Practice(s)	Explanation	Example	Department(s)
Whiteboards	Teachers use student responses to determine review strategies	Prior to a test, teachers have students use whiteboards to answer sample questions	Math
Reading checks	For reviewing previous night's reading	Teacher questions at beginning of class to ascertain student comprehension of previous night's reading	English
Warm-ups	Sample problems at beginning of class	Students complete a representative sample of problems to demonstrate understanding	Math, Science
Pop-quiz	Short assessment to determine student preparedness	Throughout the units, teachers give students unannounced quizzes	Various
PearDeck	Google slides tool to collect student responses	Teachers employ clickers to get a snapshot of student understanding of concepts and inform instruction	Various
Performance testing	Brief physical tasks to determine fitness and provide information for future activity	Students run one timed lap to indicate cardiovascular fitness and endurance, leading to an alteration in physical tasks	Physical Education
Feedback	One-on-one conversation between teacher and student	During creation of an artwork, performance of a piece (musical, dramatic), teacher provides detailed comments to improve student performance toward desired goal	Visual Performing Arts (among others)
Rough draft	Essay, project, paper turned in prior to due date for teacher	In English, students submit an early version of a persuasive essay to have	Various



	comments and opportunity for student revision	teacher provide feedback to improve their final draft	
Public speaking	Dialogue with teacher (or monologue in front of class) delivered by student in language other than English	Students give a short oral presentation, with teacher providing guidance on diction, pronunciation, enunciation – with follow up instruction for improvement	World Languages

Shepard (2005) argues that formative assessment and instructional scaffolding are one in the same. Many ECRCHS teachers follow this terminology as well, discussing how they use scaffolding in their classrooms to help build student understanding. Shepard’s definition of formative assessment includes insights about a learner’s current understandings and using those insights to impact instruction for the purposes of developing greater competence. Similarly, scaffolding refers to supports that teachers provide during problem solving, such as reminders, hints, and encouragement to ensure successful completion of a task (Shepard, 2005). Shepard identifies four primary types of formative assessment: eliciting prior knowledge, providing effective feedback, teaching for transfer of knowledge, and encouraging student self-assessment. Throughout ECRCHS, teachers employ the latter in their classes in an attempt to have students become self-driven learners.

## DATA ANALYSIS AND REPORTING

The primary tool used for capturing student data is Aeries, a student information system. Aeries captures students’ grades as well as their record of absences and truanancies. In addition, the College Office uses Naviance, software that helps align student strengths and interests to develop post-secondary college and career goals. In addition to Aeries, the Charter School also uses MAP Growth data, CAASPP data, Common Formative Assessments (CFA), and surveys to gather data; the data is then used to inform curriculum, instruction, enrichment, and tiered intervention. The data collected is also used to monitor and improve the Charter School’s educational program and operations by the staff, school site leadership, and the Charter School’s leadership.

### Collection

- All results from school assessments are recorded in Aeries by faculty members.
- Students’ absences and truanancies are recorded in Aeries by attendance clerks.
- Students and college counselors enter all college data into Naviance.
- MAP Growth data is shared with each student and their parent(s)/guardian(s).
- CAASPP data is sent to each student and their parent(s)/guardian(s).
- CFA are discussed with individual students during class time; if there are any issues noted, such issues will also be discussed with the student’s parent(s)/guardian(s).

### Analysis

- Individual students and their parents/guardians will analyze each student’s individual performance on all of these measures listed below in the context of their semi-annual Individualized Graduation Plan discussions.
- The Charter School faculty will analyze data from all of the tools listed for individual students, as well as school-wide, at least two times per year.
- The Board will review the data and the faculty’s analysis of it at least two times per year.

### Reporting

- Results from all of the tools listed above are available for each individual student and their parents/guardians to view at all times via a secure web-based Aeries platform that can be accessed from any internet connection or on specifically designated computers at the Charter School during regular operating hours.
- Annually, the Charter School will publish a document from the CDE showing the data points from the California School Dashboard, which is a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement for the Charter School. This information will be posted on the Charter School's website and made available in the Charter School lobby.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

## **GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION**

ECRCHS has a common and standardized grading policy. Teachers, in collaboration with their respective departments, develop grading rubrics. Grading practices reflect individual student performance and progress toward mastery of CCSS. Each student's grade is individualized and does not reflect a comparison of that student's performance with the performance of other students. At the beginning of the school year, each classroom teacher provides students and parents/guardians with a course description or syllabus, which includes a list of the standards addressed in the course and the school wide grading criteria.

The Charter School issues academic progress reports every five (5) weeks through Aeries, with grades reported at ten (10), fifteen (15), and twenty (20) weeks. These reports are accessible by all students and their parents/guardians. These reports reflect student proficiency in grade level and subject standards. Student proficiency is evaluated using multiple measures including teacher assessments, daily student work, portfolio/exhibits, final exams, and other specific assessments used to quantify student performance. Student progress reports reflect progress towards mastery of subject matter guided by CCSS. The progress reports also measure each student's cooperation and work habits, which are reported as "E" (Excellent), "S" (Satisfactory), or "U" (Unsatisfactory).

If a student falls behind in any course, their counselor flags the student in Aeries, which triggers student and parent/guardian contact. Parents/guardians of students performing below the applicable standard for performance are informed of support programs such as tutoring, after school study skills classes and other classes, summer school, and the Alternative Education Program.

ECRCHS takes grading very seriously. Students are not allowed to participate in athletic and other school-sponsored extracurricular activities if their grade point average falls below a 2.0 or if they receive two or more "unsatisfactory" marks in cooperation. ECRCHS follows the LAUSD marking practices. Individual teachers determine students' marks in academics and cooperation.

ECRCHS' promotion/retention policy is as follows:

- For promotion from 9<sup>th</sup> grade to 10<sup>th</sup> grade, students must have earned at least 55 credits in their courses;
- For promotion from 10<sup>th</sup> grade to 11<sup>th</sup> grade, students must have earned at least 110 credits in their courses;
- For promotion from 11<sup>th</sup> grade to 12<sup>th</sup> grade, students must have earned at least 170 credits in their courses; and

- For graduation, students must have earned at least 230 credits in all their courses, and completed all of the course requirements. The course requirements are as follows:
  - Social studies – 30 credits;
  - English – 40 credits;
  - Math – 20 credits;
  - Science – 20 credits;
  - VAPA – 10 credits;
  - Health – 5 credits;
  - Physical Education – 20 credits;
  - Computers – 5 credits;
  - Technical Art – 5 credits; and
  - Electives – 75 credits.

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## ELEMENT 4 – GOVERNANCE

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*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)*

### GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

## **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

## **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

## **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

## **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

## **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **GOVERNANCE STRUCTURE**

El Camino Real Charter High School is a direct-funded, independent charter school operated by El Camino Real Alliance (ECRA), a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS.

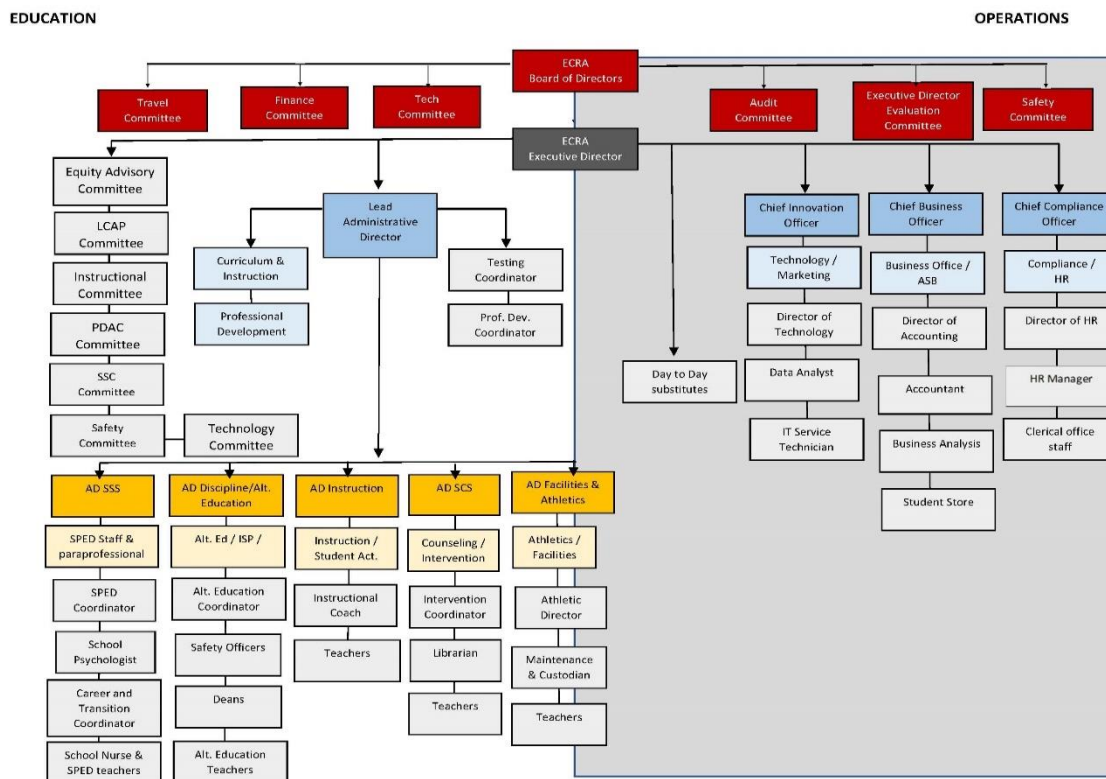
The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, in Tab 4, please find the Charter School's Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code, and Conflict of Interest Policy. The Conflict of Interest Policy shall comply with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

ECRCHS is governed by the ECRA Board of Directors ("Board" or "Board of Directors"), which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

## Organizational Chart

The following organizational chart reflects the current structure of ECRA.



### 1. Major Roles and Responsibilities

#### Board of Directors

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School. The Board's duties will include but not limited be to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director of the Charter School
- Approve all contractual agreements
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff
- Approve and monitor the Charter School's annual budget and budget revisions
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipts of grants and donations consistent with the mission of the Charter School
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly measure progress of both student performance



- Involve parents and the community in school related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit
- Appoint an administrative panel on recommended student expulsions, and hear any appeals on expulsion decisions

### **Executive Director**

The Executive Director serves as the educational leader and chief executive of the Charter School. The Executive Director shall be responsible for the direction of the Charter School, relationships with the stakeholders, e.g. community, parents/guardians, students, staff, contributors, district oversight office, etc., and lead the organization's development efforts.

The Executive Director shall perform assigned tasks as directed by the ECRA Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Communicate with and report to the ECRA Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Oversee implementation of policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Directors and/or the District
- Oversee up-to-date financial records
- Oversee that appropriate evaluation techniques are used for both students and staff
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Promote and publish the Charter School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Present independent fiscal audit to the ECRA Board of Directors and after review by the Board of Directors present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education
- Oversee student discipline, and as necessary participate in the suspension and expulsion process

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider. This means that the Board may assign the operational work associated with a duty to an employee or contractor, while retaining control over the final decision on the matter.

### **Lead Administrative Director**

In addition to the duties of an Administrative Director, the Lead Administrative Director oversees the team of Administrative Directors and supports their needs. The Lead Administrative Director coordinates day-to-day operations with the Executive Director, and collaborates with the Administrative Directors to ensure the Charter School runs smoothly and that student and faculty needs are met. The Lead Administrative Director also hears any appeals that may arise throughout the school year.

### **Chief Business Officer**

The Chief Business Officer (CBO) oversees the entire business team and is the point person for general liability legal issues, requests for proposals, compensation, and budgeting. The CBO's responsibilities include:

- Ensure the short-term and long-term financial stability of the Charter School
- Oversee treasury functions (e.g. financing, lines of credit, investments, etc.)
- Generate regular financial reports and financial reports for special projects (e.g. grants, expansion, etc.)
- Implement policies and procedures related to the operation of the Charter School
- Work closely with the Charter School's back office provider (if ECRCHS has a back office provider) and oversee all district, local, state, and federal reporting
- Ensure the Charter School's compliance with governance rules
- Act as final authorizer for budget purposes and for all employee and vendor contracts
- Make a final decision on new hires for the business team

### **Chief Innovation Officer**

The Chief Innovation Officer (CIO) is responsible for providing innovative vision, strategy, and leadership for the coordination of technology policy and the management of technology systems for the instructional and administrative functions of the Charter School. The CIO draws from experience in the academic environment to create a unified information technology solution for the Charter School. The CIO must also cultivate technological strategies that will streamline and enhance the Charter School's teaching and learning process, human resources management, government compliance, financial management, facilities management, student services, enrollment management, development and alumni relations systems, communications, and external affairs.

### **Chief Compliance Officer**

The Chief Compliance Officer is responsible for ensuring compliance with all relevant and applicable governance, charter laws, Education Code, collective bargaining agreements, the Charter School's charter petition, and charter authorizer (LAUSD) requirements. The CCO will develop, refine, and manage a regional compliance calendar, data dictionary, and standard processes and protocols. In addition, the CCO will work closely with the Board, Administration, Technology, and Business Office to meet ongoing compliance deadlines.

## GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Charter School will be governed by ECRA's Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors shall be composed of the following stakeholders: at least two (2) community representatives appointed by the Board; at least one (1) parent representative elected by the parent body (one vote per family); two (2) to three (3) representatives elected by all teachers; and at least one (1) representative elected by all classified employees. The parent representative shall not have a child attending the Charter School. The teacher and classified representatives shall not be employed or compensated by the Charter School. This composition ensures that all stakeholder groups are represented at Board meetings, and that governance decisions reflect multiple perspectives and points of view, while also minimizing potential conflicts of interest.

"Community Members" will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Board may choose to select a current Charter School parent to serve in the Community Member capacity in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.

The current ECRA Board is composed of the following members:

Role	Category
Chair	Community
Vice-chair	Community
Secretary	Parent
Member	Teacher
Member	Teacher
Member	Classified
Member	LAUSD
Member	Teacher
Member	Community

As outlined above, the Board shall have at least six (6) and no more than eleven (11) directors. All directors shall be elected as described above and as outlined in the Bylaws. All directors are to be designated at the corporation's annual meeting of the Board of Directors. All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum, which is more than 50% of the number of board members.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been elected as required by the position as described below. Board members may serve two consecutive terms. After a one-term absence from the Board, an individual is eligible for election/appointment to the Board.

The Bylaws state that the Board Chair will appoint a committee to designate qualified community representative candidates for appointment to the Board at least thirty (30) days before the date of any appointment of Board members.

The Board shall strive to appoint Board members who have a passion for education and a genuine interest in dedicating their time to make ECRCHS the best it can be. The Board shall strive to appoint Board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

Professional development opportunities on topics such as the Brown Act and best governance practices will be made available for Board members, such as through workshops provided by the California Charter School Association (“CCSA”).

## **GOVERNANCE PROCEDURES AND OPERATIONS**

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). Meetings are typically held at the Charter School’s Main Campus at 5440 Valley Circle Boulevard, Woodland Hills, CA 91367. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. At an annual meeting, the Board will set the calendar for upcoming Board meetings for the year and publish the schedule on ECRCHS’ website. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be physically posted at the Main Campus at 5440 Valley Circle Boulevard, Woodland Hills, CA 91367, and the IS Program Campus at 7401 Shoup Avenue, West Hills, CA 91307, and posted on the ECRCHS website for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted in the same manner at least 24 hours before the meeting. ECRA will ensure compliance with key Brown Act requirements by providing annual Brown Act training to the Board of Directors, and by assigning the duties to post agendas and minutes in compliance with the Brown Act to a Charter School employee who is trained in Brown Act requirements. In addition, Board Committee meetings are held as needed and in compliance with Brown Act requirements.

Notwithstanding the foregoing, the Board may modify or suspend these practices to the extent allowed by an executive order issued by the Governor, or any other law, where warranted in the interests of health and safety, e.g., in response to a public health crisis or other disaster event.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to the Executive Director or Chief Business Officer of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. As stated in the Charter School's bylaws, Board members may abstain from voting on any item, and "[t]he vote or abstention of each board member present for each action taken shall be publicly reported." (Emphasis added.)

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of Los Angeles County
- All votes taken during a teleconference meeting shall be by roll call
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting
- All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call

Notwithstanding the foregoing, the Board of Directors may modify or suspend these practices to the extent allowed by an executive order issued by the Governor, or any other law, where warranted in the interests of health and safety, e.g., in response to a public health crisis or other disaster event.

## **STAKEHOLDER INVOLVEMENT**

ECRCHS believes strongly in proactive stakeholder engagement, and shall create annual and temporary committees to focus on specific or ongoing tasks and/or policies.

### **Board Committees**

The Charter School Board has created and maintained a Finance Committee, Travel Committee, Safety Committee, Technology Committee, Audit Committee, and Executive Director Evaluation Committee. All these committees are comprised solely of Charter School Board members. All committee meetings are held on the Main Campus at 5440 Valley Circle Boulevard, Woodland Hills, CA 91367, unless otherwise noticed. All committee meetings are held in compliance with all provisions of the Brown Act.

*Finance Committee.* The Finance Committee meets regularly (usually once a month) to review the Charter School's financial status. This includes reviewing the check registers, credit card charges, investment portfolio, and the overall fiscal operations of the Charter School.

*Travel Committee.* The Travel Committee meets as needed to review and approve requests for out-of-state travel by Charter School employees.

*Safety Committee.* The Safety Committee works with the Charter School's safety coordinator and staff regarding the safety protocols and procedures of the Charter School.

*Technology Committee.* The Technology Committee reviews the technological needs and requirements of the Charter School. This includes reviewing and making recommendations to the Charter School's technology department regarding the Charter School's one-to-one laptop program, network/internet systems, and classroom technology.

*Audit Committee.* The Audit Committee meets to review proposals for auditors for the Charter School's annual independent audit and make recommendations to the Charter School Board.

*Executive Director Evaluation Committee.* The Executive Director Evaluation Committee will create the criteria by which the Executive Director is evaluated. The Executive Director Evaluation Committee will work with the Executive Director and the Charter School Board to create the metrics for performance, and will create surveys and questionnaires as needed to be filled out by stakeholders.

## **School Committees**

ECRCHS currently has the following school committees.

*Instructional Committee.* This committee serves as a "think tank" for ECRCHS instructional practices; committee members will be responsible for researching new educational theories and brainstorming how to best apply these theories in the classroom. The committee is led by an Administrative Director, and is comprised of department chairs and academy lead teachers. It is each committee member's responsibility to disseminate information among his or her team/department.

*Professional Development Advisory Committee.* This committee works with the Instructional Committee to create training sessions and materials for faculty, and presents this information at professional development sessions.

*LCAP Committee:* This committee convenes each year to produce the annual LCAP update. Membership includes representatives from each academic department, as well as counselors, parents, students, and at least one Charter School administrator, as this ensures that all stakeholders' interests are reflected in the document. The Charter School's parent volunteer groups select the parent representative(s). The Student Council leadership team selects the student representative(s).

The committee reviews the previous year's LCAP and evaluates progress toward goals, and determines new goals and metrics for evaluation. The Board of Directors is provided with a monthly LCAP update at board meetings. Once the LCAP is complete, the Head of the LCAP Committee - the Administrative Director of Curriculum and Instruction - presents the document to the Board of Directors for review and

approval. If the Board of Directors were to reject the LCAP, the LCAP Committee would reconvene to discuss the Board's concerns and make any necessary changes.

*School Site Council.* The School Site Council (SSC) meets monthly and is responsible for developing, implementing, and reviewing the Single Plan for Student Achievement. The SSC works with the Charter School's administration, teachers, staff members, and other stakeholders to assess data and evaluate the progress made towards raising the academic achievement of all students. The SSC reviews and recommends expenditures needed to reach this goal.

*Equity Advisory Committee.* This committee meets periodically, typically once a month, to assess the Charter School's practices on equity and reports its findings and recommendations to the Charter School's Board. The committee is comprised of the Charter School's stakeholders, including administrators (the Executive Director and/or an Administrative Director), teachers, staff members, parents, and students.

*Safety Committee.* This committee meets monthly to review and assess the Charter School's safety protocols and procedures. The committee is comprised of administrators (the Executive Director and/or an Administrative Director), the Safety Coordinator (a certificated staff member), the LAUSD School Police officer, teachers, and staff members.

*Technology Committee.* This committee meets monthly to review and assess all of the technological programs and systems utilized at the Charter School, including hardware and software. The committee works with the Professional Development Advisory Committee to create and implement professional development for staff. The committee is comprised of administrators (the Executive Director and/or an Administrative Director) teachers, and staff members from the technology department.

Any additional school Committees may be established as needed. These may include, but are not limited to: Student Discipline, School Food, and Calendar.

*Committee Membership:* All teachers will be strongly encouraged to participate in at least one committee each year. An Administrative Director will provide a sign-up sheet for all committees at the first faculty meeting. All departments will be encouraged to have one department representative on each committee, as this will ensure that information is disseminated throughout the faculty. Department chairs and program leaders may be asked to participate in certain committees.

In addition, the ECRCHS administration team, comprised of the Executive Director, the Lead Administrative Director, and/or the Administrative Directors, will reach out to classified staff, parents, and Student Council to encourage membership from these groups.

Each committee will be led by at least one administrator. The administrator may provide the Board of Directors with committee updates at board meetings.

## **Parent Participation**

Parent participation plays a vital role in the effectiveness and quality of our program. The "Friends of ECR" is a nonprofit parent volunteer group that operates independently of the Charter School. This group holds special events and fundraisers for scholarships, facilities improvements, staff appreciation

events, and other activities. We will encourage parents to maintain and grow the existing parent group. Some examples of the fundraising efforts and parent engagement is the annual Spring Carnival. The Spring Carnival was first brought to ECRCHS in 2019 and was successful in engaging community members, as well as other stakeholders, raising over \$20,000 to help support student scholarships and student needs.

Since the last renewal, ECRCHS has also developed additional parent groups: Los Padres Latinos, and Reaffirming our Investment in Supporting Excellence (RISE) For Black Student Success. Los Padres Latinos is a parent-led group advocating for all Latino students at ECRCHS. RISE is a parent-led group advocating for all Black Students. Both groups meet monthly and strive to bring cultural awareness to the larger school community and work closely with the school to communicate relevant academic information.

Parent Involvement in Governance: In addition to maintaining parent representatives on the Board, parents are encouraged to join school committees. Parent representatives participate in LCAP Committee meetings, School Site Council, Safety Committee, and the Equity Advisory Committee meetings. ECRCHS will continue to communicate with parent groups to encourage parent participation in these and other committees in the future.

In addition, ECRCHS strives to improve communication between school officials and parents. To that end, ECRCHS will continue to host the “Chat with the Executive Director” program. Each month, a Charter School administrator will be available for one hour to speak with parents on an informal basis and address their questions, comments, and concerns.

Parent organizations such as Friends of ECR will have access to the Charter School’s facilities for meetings and other events.

ECRCHS has multiple means of communication to distribute information to its stakeholders. Surveys constructed by Panorama Education are sent out multiple times during the school year to solicit feedback from stakeholders, i.e., students, parents/guardians, and employees. Parent meetings are another source of receiving feedback from parents/guardians. Faculty meetings, which occur once a month, are another tool utilized by the Charter School to solicit feedback from teachers and staff. Finally, the Executive Director conducts standing weekly meetings with UTLA to discuss the Charter School’s educational programs.

ECRCHS actively maintains its website and uses it as a source to inform all stakeholders of upcoming events and provide information and documentation. The website has tabs for Academics, Athletics, Activities, Academies, ECRCHS’ Board, Students, Families, and the Independent Study program. For news and announcements, ECRCHS will also use automated phone calls, text messages, newsletters, and its social media sites to keep the ECRCHS community informed.



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## ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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*“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)*

### EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

The employment of teachers continues to be subject to the terms of a collective bargaining agreement (CBA) negotiated between ECRCHS and United Teachers of Los Angeles (UTLA). ECRCHS will comply with grievance procedures as outlined in existing CBAs.

### EMPLOYEE POSITIONS AND QUALIFICATIONS

As illustrated in the ECRA Organizational Chart provided in Element 4, employee positions fall into one of two functional categories: education and operations. A few positions fall under both categories. Below please find a complete list of job descriptions and qualifications for current positions. The Board reserves the right to alter these job descriptions and/or create new job descriptions as necessary in order to most effectively staff the Charter School.

Employees’ job duties and work basis will be negotiated in individual contracts, or collective bargaining agreements. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. All employees will be required to meet background check, certification and TB clearance requirements as required under applicable laws (see Element 6).

#### Staff Selection Procedures

As an independent charter school, ECRCHS makes personnel decisions that adhere to any applicable collective bargaining agreements in place as well as applicable state laws.

When teacher, administrator or classified vacancies occur, ECRCHS will establish an ad hoc Hiring Committee, which shall:

- Announce openings
- Recruit applicants
- Request resumes
- Interview and select candidates

The ad hoc Hiring Committee may consist of stakeholder representatives including Charter School administrators, teachers, classified staff, and parents.

ECRCHS will ensure that all new employees comply with applicable credential/certification verifications and health/safety requirements (see Element 6). All employees who handle, process, or otherwise have responsibility for ECRCHS funds, supplies, equipment, or other assets will receive Fidelity Bond Coverage maintained by ECRCHS. An employee will not be permitted to begin work until all of the above requirements have been met.

## **CREDENTIALLED EMPLOYEES**

### **Executive Director**

The Executive Director serves as the educational leader and chief executive of ECRCHS. The Executive Director is the Charter School's top ambassador and is responsible for ensuring that the Charter School stays true to its mission as well as guiding the Charter School toward the fulfillment of its vision and future goals. The Executive Director oversees all educational and operational functions of the Charter School, including but not limited to the direction of the instructional program, the evaluation of staff, and the operation of the Charter School facility. The Executive Director is responsible for delegating tasks to that person's team of Administrative Directors and business staff. The Executive Director is expected to participate in school activities and engage in proactive and positive community leadership. The Executive Director reports to the ECRA Board of Directors.

The Executive Director of ECRCHS shall hold an appropriate Administrative Services Credential authorizing service as a Principal at the secondary school level. The Executive Director must also possess training in the broad aspects of school administration, instructional strategies, and curriculum development. A minimum of five (5) years of teaching experience and five (5) years of administrative experience is required. Experience in a traditional public school or charter school setting is preferred.

The Executive Director shall perform assigned tasks as directed by the ECRA Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Communicate with and report to the ECRA Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Oversee implementation of policies established by the Board of Directors

- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Directors and/or the District
- Oversee up-to-date financial records
- Oversee that appropriate evaluation techniques are used for both students and staff
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Promote and publish the Charter School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Present independent fiscal audit to the ECRA Board of Directors and after review by the Board of Directors present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education
- Oversee student discipline, and as necessary participate in the suspension and expulsion process

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider.

### **Lead Administrative Director**

In addition to the duties of an Administrative Director, the Lead Administrative Director oversees the team of Administrative Directors and supports their needs. The Lead Administrative Director coordinates day-to-day operations with the Executive Director, and collaborates with the Administrative Directors to ensure the Charter School runs smoothly and that student and faculty needs are met. The Lead Administrative Director also hears any appeals that may arise throughout the school year.

The Lead Administrative Director must meet the following requirements:

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university
- At least four semester units in multicultural education or equivalent study
- At least five years of successful full-time public school certificated service
- At least three years as a teacher in a K-12 public school program
- A valid California K-12 Teaching Credential requiring a bachelor's degree and a program of professional preparation, including student teaching
- A valid Administrative Services Credential authorizing K-12 service
- A solid grasp of all aspects of operating a charter school is highly desirable

### **Administrative Directors**

The ECRCHS team of Administrative Directors supports the Executive Director in various functions. The Administrative Directors carry out the Charter School's educational vision and provide support and resources for teachers and students. At ECRCHS, our five Administrative Directors each oversee a specific area: Curriculum & Instruction, Counseling, Athletics & Facilities, Special Education, and Student Discipline/Alternative Education/Independent Study.

The collective responsibilities of the Administrative Directors include:

- Implement, supervise, and monitor core and supplemental instructional programs leading to continuous student learning improvement and student mastery of CCSS and other state content standards
- Support school leadership teams in developing long and short-range plans for academic achievement
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, homeless youth, socioeconomically disadvantaged students, standard English learners, gifted and talented students, students achieving below grade level, and students with disabilities
- Serve as an instructional team resource to teachers, parents, and students
- Oversee professional development and ensure that the professional development plan prepares teachers to master CCSS and other state content standards, and is aligned with the Single Plan for Student Achievement and the District's Master Plan for English Learners and Standard English Learners
- Prepare the annual LCAP
- Oversee school wide testing
- Prepare the Charter School's master schedule and summer school schedule
- Recommend and implement student intervention or disciplinary actions in accordance with the Education Code, and the Charter School's student responsibility code
- Assist the Executive Director in meeting state and federal mandates and to ensure instructional monitoring and compliance needs
- Oversee student services, extracurricular activities, and all school athletics
- Assist in formulating, interpreting, and implementing the Charter School's administrative policies
- Organize, assist, and implement the Charter School's safety plan and ensure compliance with mandated child abuse reporting
- Manage the Charter School's physical plant and coordinate all campus work with the plant managers
- Organize, support, and oversee systems to maintain high quality remote learning in the event that a public health crisis or disaster event precludes or limits the feasibility of classroom-based instruction

Administrative Directors must meet the following requirements:

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university
- At least four semester units in multicultural education or equivalent study
- At least five years of successful full-time public school certificated service
- At least three years as a teacher in a K-12 public school program
- A valid California K-12 Teaching Credential requiring a bachelor's degree and a program of professional preparation, including student teaching
- A valid Administrative Services Credential authorizing K-12 service

## Teachers

The credentialed teaching staff is responsible for planning, developing, and implementing appropriate curriculum, and teaching specific subjects for which they are appropriately authorized. Teachers must instruct in accordance with the requirements of approved courses of study and at a rate and level commensurate with established student progress expectations for all subgroups, using adopted textbooks and other instructional materials authorized for such courses.

Other responsibilities of the teaching staff include:

- Communicate regularly with parents and staff regarding students' progress
- Collect information about individual students' academic strengths, needs, and progress for use in planning
- Design activities to engage students in cognitively challenging work aligned to standards
- Use resources that will promote high levels of learning and student engagement in the classroom environment
- Closely monitor student learning in order to understand how students are progressing toward their learning objectives
- Establish a classroom environment that is safe and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students
- Support remote learning in the event that a public health crisis or disaster event precludes or limits the feasibility of classroom-based instruction

Accordingly, a well-qualified teacher must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Have a State credential, or an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, in the teacher's subject matter
- Demonstrate subject matter competence

In addition, teachers who desire a position with ECRCHS must be willing to:

- Serve as an ambassador for ECRCHS in the community
  - Strive to implement the ECRCHS mission and vision
  - Collaborate with other teachers at the Charter School
  - Communicate and work collaboratively with parents
  - Participate in professional development opportunities and engage in continuous reflection of the goals and methods of education at ECRCHS
  - Be trained in the current and future teaching practices used at ECRCHS
  - Keep abreast of new developments in educational psychology, current learning theories/concepts, and developmentally appropriate practices
  - Participate in at least one committee each school year as part of a commitment to school governance
- 
- Teachers who teach special education must also have the following qualifications: Possess a valid California Teaching Credential(s): Education Specialist, Mild/Moderate and/or Moderate/Severe

- Must have Autism Authorization and English Learner Authorization
- Experience using Welligent preferred
- Experience administering formal assessments
- Able to provide direct services to students to support their ability to access the curriculum and achieve IEP goals in the general education classroom, utilizing individual or small group instruction as appropriate
- Ability to coordinate, develop, and implement IEPs for all students on caseload

## Counselors

Counselors provide guidance services to students for the early identification and intervention for barriers to academic achievement. They work directly with students to evaluate their abilities and interests to develop academic goals that will lead to future college and career successes. Counselors collaborate with parents, teachers, and school administration, including the College Counselor, to implement strategies to help students develop knowledge, skills, and attitudes that promote personal, emotional, and academic growth. Counselors' responsibilities include:

- Help students effectively utilize the educational opportunities of the Charter School
- Recommend available resources within the Charter School and community to meet the needs of individual students (and assist in making such referrals and contacts)
- Maintain accurate records documenting student progress towards graduation such as mini-cumulative files, grade checks, and Individualized Graduation Plans
- Provide individual and group counseling and guidance to students in the academic, personal-social, and career domain
- Participate in the decision-making process as it relates to the educational plan for each student
- Articulate with feeder schools and assist with the development of transition programs to support student successful student matriculation between grades and school levels
- Develop programs to address student attitudes, understanding of self and others, communication skills, goal-setting/decision-making, career awareness, college preparation, and post-secondary planning

The Counselors must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology

## College Counselors

The College Counselors are responsible for administering all aspects of the college search and admissions process. The College Counselor's responsibilities include:

- Educate students and parents about colleges and the college admissions process
- Meet with juniors and seniors, individually and in groups, to discuss the college application process and provide advice on individual college choices

- Advise 9th and 10th graders on curricular choices, and work with international students to understand US college admissions, especially aspects of the process that may be uniquely relevant to them
- Meet with all college admissions representatives who visit the campus and facilitate meetings between college representatives and students
- Lead workshops and information sessions that focus on various aspects of the college application process, such as academic programs, financial aid, scholarships, and decision making
- Organize, manage and implement the annual College Connection Fair
- Keep students and parents informed about test dates, college application deadlines, and college information sessions through letters, emails, and other forms of communication
- Maintain and share information on colleges, college guides, scholarships, and financial aid with other school officials, students, and parents
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual profile of the Charter School, as well as information on grade distributions in junior and senior courses and courses offered
- Work with the enrollment office to maintain records on seniors, including GPA and transcripts
- Keep track of admission decisions and statistics, and report this data as necessary
- Keep abreast of issues and trends in college admission, higher education, and testing, and share this information with the Charter School's employees and administration team
- Maintain membership in professional organizations such as the College Board
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Help to administer AP and PSAT exams

The College Counselors must meet the following requirements:

- Bachelor's Degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Experience in college admissions is a plus

### **Intervention Coordinator**

The Intervention Coordinator works with administration, counselors, and deans to ensure that students receive supplemental support services in content areas where they struggle. The Intervention Coordinator also works closely with teachers to ensure student learning and maximize achievement. The Intervention Coordinator's responsibilities include:

- Work with teachers to monitor student progress and ensure an environment conducive to the intellectual, physical, social, and emotional development of students
- Regularly check report cards and identify students requiring academic intervention
- Use of data (multiple measures) to identify areas of strength and need for instruction and behavior
- Development and monitoring of student intervention plan utilizing an integrated data assessment system

- Design and implement specific strategies that promote intellectual, social, and physical growth in all identified intervention students
- Work with the Deans to coordinate intervention plans and consequences
- Collaborate with local community service providers as needed to support students
- Support teachers in documenting students' progress
- Work with the Special Education Coordinator, School Psychologist, and SSPT to help determine eligibility for special education
- Participation on SSPT, Language Appraisal Team (LAT), and Student Attendance Review Team (SART)
- The Intervention Support Coordinator will be involved in the implementation of LCAP to assist with Closing of the Achievement Gap and should have a clear understanding of the individual schools' instructional and intervention needs
- Educate students about the skills and characteristics needed to succeed in high school
- Hold regular student and parent conferences
- The coordinator will promote standards-based literacy and numeracy across the content areas aligned to CCSS and ELD using a multi-tiered approach to instruction
- The content area focus work for the Intervention Coordinator will be based on student data and the academic goals of the Charter School and is a support position and does not include evaluation of teachers
- Work in conjunction with other Coordinators
- Other duties as assigned

The Intervention Coordinator must meet the following requirements:

- Bachelor's Degree from an accredited college or university
- Single subject teaching credential
- Strong oral and written communication skills
- Other outside of classroom experience preferred

The Intervention Coordinator is part of the Charter School staff and works under the direction of the Charter School's Administrative Director of Student Counseling Services.

### **Instructional Coach**

The Instructional Coach serves as part of the school-based leadership team and is responsible for bringing evidence-based practices into classrooms by working with and supporting the Charter School's teachers and administration with the goal of increasing student engagement, improving student achievement by assisting teachers to align CCSS to instruction, and building teacher capacity. He or she works as a colleague with classroom teachers to support student learning. The Instructional Coach focuses on individual and group professional development that will expand and refine the understanding about researched-based effective instruction. A particular emphasis is placed on the Instructional Coach's understanding of anchor standards as the gateway to preparing students for entry to the world of work and post-secondary education. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. For the 2020-2021 academic year, the Instructional Coach will be responsible for supporting teachers in any content area with remote instruction to include providing instructional strategies to support distance learning and one-on-one coaching.



The responsibilities of the Instructional Coach include:

- Create positive relationships with teachers and administrators.
- Communicate and demonstrate researched-based instructional practices that result in increased student performance.
- Provide support in analyzing student assessment data including MAP, SBAC, CFAs, etc.
- Assist teachers with using data inform instructional decisions
- Instruct and support teachers with curriculum software products and classroom technology.
- Comfortability supporting teachers in all content areas with strategies, motivation, lesson planning, etc.
- Manage time and schedule flexibility in order to maximize full potential of position.
- Attend after school events, professional development workshops, trainings, and conferences
- Submit weekly Coaching Logs and fulfill identified responsibilities.
- Work positively toward meeting identified school improvement goals.
- React to change productively and handle other tasks as assigned.
- Proficient use of Canvas, Microsoft Teams, OneNote and Nearpod and ability to show others how to use each effectively

The Instructional Coach must meet the following requirements:

- Bachelor's degree required; Master's degree preferred
- Five (5) years' successful teaching experience at ECRCHS, and five (5) years' overall successful teaching experience in any core content area
- Appropriate California State Teaching Certification or eligibility for such certification
- History of successful teaching (no disciplinary action)
- Knowledge of instructional strategies, and positive interactions with faculty, staff and students at ECRCHS.

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### **Special Education Coordinator**

The Special Education Coordinator provides and coordinates services for the Charter School's Special Education program. The Coordinator's responsibilities include:

- Works on an extended school day schedule
- Act as administrative designee for IEP team meetings as assigned
- Assist with maintaining timeline compliance and maintaining a master schedule of IEP team meetings
- Review required weekly/monthly reports with supervising administrator
- Assist with coordination of NPS placements and services with NPS/NPA providers
- Participate as a member of IEP teams as assigned
- Assist with coordination of transportation for students with disabilities
- Ensure that IEP goal progress reports are disseminated to parents in a timely manner
- Review, disseminate, and provide support to special education staff on SELPA procedures and protocols
- Provide professional development for teachers and classified staff in collaboration with the department chair, classified assistant representative, and supervising administrator
- Collaborate with special education teachers in order to determine appropriate services and placements in students' IEPs

- Collaborate with general education teachers on matters dealing with IEP implementation in the classrooms
- Review relevant reports for school compliance and communicate status in Dept. Meetings and to Administrator
- Consult with middle schools and prospective families regarding ECRCHS' programs
- Work with Department Chair(s) to plan and lead Special Education Department meetings and maintain meeting notes and attendance records
- Collaborate with counseling office to ensure proper placement of incoming students and after IEP team meetings
- Maintain confidentiality of school records and student information
- Research a variety of topics for the purpose of providing information and/or recommendations for a variety of program requirements
- Maintain knowledge of current special education regulations and best practices
- Assists with personnel functions as needed and/or assigned (e.g. interviewing, hiring, etc.)
- Works with department chair(s) and administrator on development of Special Education matrix and teacher assignments
- Additional duties as assigned

The Special Education Coordinator must meet the following requirements:

- Bachelor's degree from an accredited college or university
- California Special Education Credential
- Master's Degree in Special Education or related field preferred
- Experience of 5+ years in Special Education preferred
- Eligibility for Administrative Services Credential preferred

### **Career and Transition Coordinator**

The Career and Transition Coordinator manages the planning and delivery of transition services for all students with disabilities in order to prepare these students for success after high school graduation. The Coordinator provides transition instruction and assessment, makes connections or referrals to outside agencies, assists students with post-secondary planning, and runs supported work programs, amongst other duties. The Coordinator's responsibilities include:

- Coordinate and/or conduct assessment, instruction, and services for transition age students, to determine eligibility and access to various community agencies (such as Regional Center)
- Train, monitor, and support appropriate school personnel in the provision of transition related activities
- Assist staff with lesson plans that focus on resumes, job search techniques, and related subjects.
- Facilitate job development, placement, and follow up services for student workers in supported work programs
- Provide opportunities for students with disabilities to gain access to employment opportunities and develop workplace skills
- Provide direct instruction in post-secondary options to students with disabilities
- Assist the Department of Student Support Services in meeting relevant mandates and requirements
- Represent transition services in IEP meetings as needed

The Career and Transition Coordinator must meet the following requirements:

- Minimum five years teaching experience with no less than three years of successful classroom teaching experience in a special education setting
- Valid California Special Education teaching credential
- Master's Degree Preferred
- Knowledge of transition services for students with disabilities
- Excellent collaboration and outreach skills
- Excellent instructional, interpersonal, oral and written communication skills

### Testing Coordinator

The Testing Coordinator works with the school's administration and faculty in developing, understanding and communicating assessment protocols and schedules in order to generate effective responses to the school/students' needs and to ensure the best possible testing environment. Essential components to the position are the possession of substantive organizational skills and the ability to oversee/supervise the effective implementation of required state and district assessments. This individual must be able to provide training to school staff in using formative assessments to enhance and engage student learning as well as facilitate the administration of state mandated assessments. Additionally, the Testing Coordinator will certify ethical testing practice within the school building. The Testing Coordinator works closely with the Data and Assessment Coordinator to disaggregate data and works with the school's administration, staff, and teachers in understanding assessment data in order to generate effective responses to the school/students' needs and to drive instruction.

The responsibilities of the Testing Coordinator include:

- Administer group standardized tests in accordance with the school testing program
- Monitor teachers in the evaluation of the learning progress of students on a regular basis using appropriate assessments
- Prescribe effective learning programs and initiate referrals to appropriate personnel when concerns arise
- Establish and maintain open lines of communication with administration, staff and teachers concerning students' academic, social and behavioral progress
- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attend and/or conduct staff meetings and participates on committees within area of responsibility
- Comply with state-approved Code of Ethics of the Education Profession and uphold and enforce rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Safeguard confidentiality of privileged information
- Maintain professional relationships and work cooperatively with employees, the community and other professionals
- Maintain professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities

The Testing Coordinator must meet the following requirements:

- Technology skills with PC and MAC platforms, learning management system, and various educational applications

- Knowledge of assessment and accountability reform, and ability to use the knowledge to ensure ongoing improvements in high academic achievement and improved student outcomes
- Ability to conduct meetings and utilize technology to maximize job performance
- Ability to prioritize and manage a variety of complex tasks and analyze situations accurately and adopt an effective course of action
- Ability to work independently, establish and maintain project deadlines, manage multiple projects, work with a variety of individuals and groups
- Good communication skills, both orally and in writing

### **Professional Development Coordinator**

The Professional Development Coordinator facilitates the planning, implementation and monitoring of professional learning opportunities for teachers and administrators. In addition to understanding effective, research-based professional development standards and delivery models, the Professional Development Coordinator will demonstrate knowledge of the skill necessary to meet the needs of diverse learners. The goal of this position is to make significant contributions to improving student achievement by designing, delivering and promoting high quality professional learning and communicating the school's high expectations for each student, teacher and administrator. To accomplish this goal, the Professional Development Coordinator consults with and advises administrators regarding the design of staff development programs; establishes learning objectives; develops training materials; coaches employees; and assesses the impact of training sessions. The Professional Development Coordinator works closely with the Instructional Coach to build teacher capacity and their understanding of instructional practices as related to Common Core, NGSS and Data Driven Instruction.

The responsibilities of the Professional Development Coordinator include:

- Plan and coordinate the professional development, faculty meetings, and common planning days (CPD) and other professional development (PD) programs including the design and production of PD materials, PD logistics, serving as lead educator for general sessions, oversight of professional development budgets, contract services and speakers, tracking faculty attendance, and conducting post-event assessment
- In conjunction with the Instructional Leadership Team, develop the school's Professional Development and CPD Plan, establish goals and objectives to align with institutional goals; facilitate and develop related programs throughout the year
- Oversee the PD/CPD flexible CPD calendar for faculty including development of processes and systems of implementation, maintenance of records, communication with faculty & staff, reporting of performance measures, and monitor program outcomes an effectiveness
- Collaborate with various departments and constituent groups to address institutional and departmental training needs; design and conduct related annual needs assessment; prepare flyers, announcements and assessments tools for individual workshops
- Serve as Co-Chair of the Professional Development Action Committee (PDAC) and engages as an active participant in other school-wide committees

The Professional Development Coordinator must meet the following requirements:

- Knowledge of staff development as it applies to both teaching and adult learning
- Knowledge of current trends in curriculum, teaching methods and strategies; best practices in school improvement, leadership development; adult learning theory and professional

development; planning and project management; and collaboration, coordination, and facilitation of work groups

- Ability to analyze data and skills to format data into effective programs
- Knowledge of group dynamics
- Ability to communicate effectively with a variety of audiences orally and in writing, including electronic media
- Ability to work effectively with diverse groups of people
- Ability to manage multiple projects in a dynamic, time-sensitive work environment

### **School Psychologist**

The School Psychologist supports student achievement and success at both the individual and at the school level, providing expertise in mental health, learning, and behavior. The School Psychologist collaborates with families, teachers, counselors, administrators, and other stakeholders to help create a learning environment that is safe, healthy, and supportive for students and that strengthens the connections between home, school, and the community.

The responsibilities of the School Psychologist include:

- Deliver a planned and coordinated program of psychological services
- Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems
- Participate in the Charter School's intervention process to support student success at school, including consulting with school personnel, parents, and others regarding concerns about student progress
- Conduct psychoeducational assessments of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning
- Evaluate eligibility for Special Education services (within a multidisciplinary team)
- Assist in developing a written IEP for students who are eligible for special education placement and/or service, including with the development of behavior support plans
- Increase achievement by assessing barriers to learning and determining the best instructional practices or accommodations to support student success
- Identify and address learning and behavioral problems that interfere with school success
- Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, and self-determination
- Work with teachers and multidisciplinary teams to design and implement academic and behavioral interventions
- Work with teachers and multidisciplinary teams to design and implement student progress monitoring systems
- Work with teachers and multidisciplinary teams to identify and resolve academic, social, and emotional barriers to learning
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- Collaborate with Charter School administration (including the Executive Director, Lead Administrative Director, and/or Administrative Directors) and multidisciplinary teams to support implementation of school-wide programs that help build and maintain a positive school climate conducive to learning

- Participate as a crisis team member and provides crisis intervention for students and staff in the advent of sudden illness or injury
- Provide individual and group counseling services as indicated on IEPs
- Maintain confidentiality regarding all school and health-related issue

The School Psychologist must meet the following requirements:

- Bachelor's degree from an accredited college or university
- California PPS credential for School Psychology
- Master's Degree in School Psychology or related field preferred

### **Athletic Director**

The Athletic Director supervises, coordinates, and develops the Charter School's athletics program. The Athletic Director's responsibilities include:

- Assess the Charter School's athletic program and student activities coordination
- Coordinate with the Administrative Director regarding coaching and activities assignments
- Schedule all athletic events in coordination with the Charter School's master calendar
- Manage Athletic Department budgets with Administrative Director
- Ensure the proper function, safety, and sanitary conditions of athletic facilities
- Attend and supervise athletic events of the Charter School
- Collaborate with Physical Education Department to set up facilities for all student activities and athletic events
- Maintain accurate records of first aid and CPR training for all coaches
- Maintain accurate records of student physicals, medical needs, and eligibility
- Arrange transportation for all student activities/events in coordination with coaches and Administrative Director
- Arrange for all game officials for all home athletic events
- Ensure that all rules, regulations, and directives in respect to the activities and athletics programs of the Charter School are strictly enforced

The Athletic Director must meet the following requirements:

- Bachelor's degree from an accredited college or university
- California Single Subject Credential
- Ability to work collaboratively with coaches and administration
- Ability to communicate effectively in writing and orally with all stakeholders
- Experience as an athletic coach in a high school setting highly preferred
- Experience working with students in multiple sports preferred

### **Deans**

The Deans implement the school wide plan for creating a positive culture of behavior at the Charter School, as well as administer discipline in accordance with the Charter School's discipline and attendance policies. Responsibilities of the Deans include:

- Provide and supervise in a fair and consistent manner effective discipline systems with high standards, consistent with the philosophy, values, and mission of the Charter School, in accordance with due process and other laws and regulations
- Notify appropriate personnel and agencies immediately, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social

conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids

- Establish a professional rapport with students and staff
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the Charter School
- Maintain open lines of communication with neighboring schools in order to better serve the student population
- Help with the appropriate placement of at-risk students by communicating with counselors and Alternative Education Program staff
- Refer students and parents to help groups such as B.I.L.Y. (Because I Love You)
- Meet with parents regarding student discipline and attendance issues
- Encourage teachers to seek Deans' help when confronting behavioral problems in the classroom, especially when teachers are new to the Charter School
- Ensure a safe, orderly environment that encourages students to take responsibility for their behavior and creates high morale among staff and students
- Maintain positive, cooperative, and mutually supportive relationships with school staff and parents
- File required reports regarding violence, vandalism, attendance, and discipline matters

The Deans must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Eligibility for Administrative Services Credential Preferred
- California Single Subject Credential

## Librarian

The Librarian performs informational and clerical duties in library media centers or administrative office.

The Librarian's responsibilities include:

- Direct and maintain cataloging and circulation functions in an automated system
- Direct and conduct inventories to prepare information for collection development
- Locate and verify bibliographic information for materials acquisitions, prepare ordering documents, calculate costs, and follow up on all orders
- Use the Charter School's centralized computerized library system and print-based resources to locate and verify bibliographic and cataloging information
- Collaborate with teachers to create lesson plans that enhance students' research skills
- Ensure an atmosphere conducive to individual and group inquiry, research, and study
- Develop collection to reflect cultural diversity, through selection and acquisition
- Perform clerical tasks, such as shelving and maintaining an attractive, inviting library media environment
- Assist in maintaining school library media collections for automation
- Prepare forms and letters and generating reports pertaining to library media center functions
- Prepare for the opening of the library media center so that services are available from the first day of school until the last day of school
- Answer reference questions and assist students and teachers in locating and using library media materials
- Collect money for overdue, damaged, or lost library media materials, and keep a record of money received



- Prepare bindery orders, requisition supplies, and keep acquisition and circulation statistics.
- Train and review the work of lower-level library media center employees, student workers, and service students
- Provides necessary in-service training for the effective use of media resources, technology, equipment, and use of media center

The Librarian is required to meet the following requirements:

- Bachelor's degree from an accredited college or university
- Library Media Teacher service credential
- One year of library media experience
- Knowledge of:
  - Library media terminology and processes such as book ordering procedures and inventory methods
  - Bibliographic sources
  - Standard reference materials
  - Catalog card formats
  - Recordkeeping and report preparation techniques
  - Microsoft Office
  - Web browsing techniques
  - Operation of audio-visual and digital equipment

### **School Nurse**

The School Nurse provides nursing services at ECRCHS. The Nurse's responsibilities include:

- Counsel and guide students to meet their individual health needs by interpreting health appraisals, assessments, and standards of normal growth and development
- Assist with professional development of school personnel in healthful living and communicable disease control
- Assist Charter School personnel in relating health instruction and guidance to specific needs of students
- Notify, counsel, and assist parents in remediating student health challenges
- Participate with Charter School administrators (including the Executive Director, Lead Administrative Director, and/or Administrative Directors) and other Charter School personnel in developing and conducting, in accordance with established policy, a school health program which includes the following:
  - Appropriate health education for students, individually, and in groups
  - Responsiveness to accidents, emergency illnesses, and crisis situations which occur at school
  - Determination of student's health status including vision, hearing, dental, orthopedic, and general health appraisals, with emphasis on scoliosis screening
  - Consultation with students and school personnel to promote emotional health
  - Coordination and implementation of services provided by teams from the Child Health and Disability Prevention Program, Tuberculin Skin Testing Program, and Dental Health Program
  - Assistance to physicians with health examinations that may take place at ECRCHS
  - Maintenance of necessary health records
  - Control of communicable diseases through readmissions, exclusions, inspections, and determination of immunization assessment with follow-up where needed
  - Inspection of the Charter School plant to help maintain an environment for optimum health



- Help to develop and conduct a school health program
- Assist in maintaining proper student control in Charter School buildings and on the grounds
- Evaluate the performance of subordinate personnel

The School Nurse must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Two years' experience working as a Registered Nurse
- A valid California Health and Development Credential authorizing service as a school nurse, a Service Credential with a specialization in health authorizing service as a nurse, or a School Nurse Services Credential must be in force and on file in the Office of the Los Angeles County Superintendent of Schools
- A current First-Aid certificate issued by a recognized first-aid training program
- Knowledge of:
  - Proper use and care of medical materials, supplies, and equipment
  - CPR and First-aid techniques
  - Principles, methods, and procedures for diagnosis, treatment, and rehabilitation of human injuries, diseases, and deformities
- Ability to compose and comprehend written communication
- Ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
- Mobility to traverse all areas of the work site
- Mobility to respond quickly in an emergency situation
- Ability to observe subordinates' activities
- Prior experience working in a school setting, and particularly a high school setting, highly preferred but not required

## **CLASSIFIED EMPLOYEES**

### **Chief Business Officer**

The Chief Business Officer (CBO) oversees the entire business team and is the point person for general liability legal issues, requests for proposals, compensation, and budgeting. The CBO's responsibilities include:

- Ensure the short-term and long-term financial stability of the Charter School
- Oversee treasury functions (e.g. financing, lines of credit, investments, etc.)
- Generate regular financial reports and financial reports for special projects (e.g. grants, expansion, etc.)
- Implement policies and procedures related to the operation of the Charter School
- Work closely with the Charter School's back office provider (if ECRCHS has a back office provider) and oversee all district, local, state, and federal reporting
- Ensure the Charter School's compliance with governance rules
- Act as final authorizer for budget purposes and for all employee and vendor contracts
- Make a final decision on new hires for the business team

The CBO must meet the following requirements:

- Bachelor's degree from a recognized college or university required, preferably with a major in business or public administration, or related field
- Experience with public school accounting systems and knowledge of generally accepted accounting standards

- Minimum of three years executive or administrative experience in a public or private organization, in a role that included multiple business functions
- Experience in a variety of the following areas: accounting, budgeting, contract administration, data processing, personnel administration, procurement
- Prior experience overseeing payroll systems in a school setting highly preferred but not required

### **Chief Innovation Officer**

The Chief Innovation Officer (CIO) is responsible for providing innovative vision, strategy, and leadership for the coordination of technology policy and the management of technology systems for the instructional and administrative functions of the Charter School. The CIO draws from experience in the academic environment to create a unified information technology solution for the Charter School. The CIO must also cultivate technological strategies that will streamline and enhance the Charter School's teaching and learning process, human resources management, government compliance, financial management, facilities management, student services, enrollment management, development and alumni relations systems, communications, and external affairs.

The CIO must meet the following requirements:

- Bachelor's degree in business or technology
- Coursework in education and/or Master's Degree is a plus
- Experience with information systems and a solid understanding of technology
- Deep knowledge of business principles
- Extensive experience working in technology and/or business roles

### **Chief Compliance Officer**

The Chief Compliance Officer is responsible for ensuring compliance with all relevant and applicable governance, charter laws, Education Code, collective bargaining agreements, the Charter School's charter petition, and charter authorizer (LAUSD) requirements. The CCO will develop, refine, and manage a regional compliance calendar, data dictionary, and standard processes and protocols. In addition, the CCO will work closely with the Board, Administration, Technology, and Business Office to meet ongoing compliance deadlines.

The CCO must meet the following requirements:

- Bachelor's degree required; Master's and/or Juris Doctor (JD) degree preferred
- Experience managing compliance functions within the charter school system
- Experience developing, implementing, and refining systems, processes, and/or procedures
- Ability to research, absorb, and implement new compliance requirements
- Knowledge of employment law, business law, and laws relating to public educational institutions preferred

## Director of Technology

The Director of Technology manages, develops, and coordinates all information and communication technology for the Charter School. The Director supervises, participates in, and is responsible for the operation of the Technology Department providing daily planning, organization and management of the Network/Server Infrastructure, Helpdesk Support and Student Information System. The Director of Technology's responsibilities include:

- Manage and maintain day-to-day operations of the Network/Server Infrastructure, Helpdesk and the Student Information System
- Oversee the installation and maintenance of local area network hardware/software
- Solve issues with troubleshooting, system backups, archiving, disaster recovery and provide expert support when necessary
- Plan, develop and manage data and network security systems including LAN/WAN design
- Prepare, maintain and test disaster recovery and system backup plans
- Implement routine preventive maintenance on hardware and software
- Create reviews and monitor standards for new and ongoing IT projects
- Evaluate efficiencies of current systems and organize data conversions of new enterprise systems
- Develop and prioritize information system strategies for all programs providing data to school management systems
- Work with outside consultants to develop applications specific to school management systems
- Build and maintain vendor relationship and manage the purchasing of all software, hardware and other IT related products/supplies
- Supervise the asset management of all technology equipment throughout the Charter School
- Manage and support the 1:1 laptop program
- Implement and manage systems that facilitate distance learning where students and/or faculty are unable to be physically present on campus or for after-school online credit recovery classes

The Director of Technology must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Five years of management or supervisory experience in the information technology or related field
- Three years of hands on System/Network Engineering experience in a medium to large school/district or private sector environment
- Experience working with technology systems at a school site is preferable
- Knowledge of systems technology, application design, and systems architecture
- Technical knowledge of computer systems, technical networks, information systems, LAN/WAN and technical standards

## Director of Accounting (Controller)

The Director of Accounting oversees the organization's accounting, payroll, and procurement. The Director of Accounting works closely with the Charter School's back office provider (if ECRCHS has a back office provider) and is responsible for all district, local, state, and federal reporting. The Director of Accounting is also responsible for managing the accounting system and, if applicable, the transition to new accounting systems. The Director of Accounting must keep abreast of new developments in the financial compliance space and make necessary adjustments to the Charter School's accounting activities.

The Director of Accounting must meet the following requirements:

- Bachelor's degree from an accredited college or university in accounting, business, finance, or related subject area
- CPA with attestation experience is preferred
- Coursework in education is a plus
- Five+ years of experience in accounting
- Three+ years of management experience
- The following work experience is preferable:
  - Experience with charter schools
  - Experience with a public accounting firm
  - Experience working directly with executive team

### **Director of Human Resources**

The Director of Human Resources is responsible for leading and overseeing all Human Resources policies, processes and programs for the Charter School, and is responsible for managing the Human Resources team in order to ensure the overall effectiveness of the department. The Director of Human Resources advises management and employees of Human Resources-related matters and in adherence with best practices will manage the Charter School's benefit programs, recruiting, employee on-boarding and exits, and will ensure compliance with regulatory guidelines.

The Director of Human Resources must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Five+ years' experience in Human Resources in a managerial/supervisory role
- Knowledge of Human Resources rules, processes, and best practices
- Knowledge of rules and regulations related to employee benefits
- Knowledge of rules and regulations related to employee leaves of absences, including workers compensation laws
- Good interpersonal skills and ability to communicate effectively highly preferred
- Good writing skills highly preferred

### **Human Resources Manager**

The Human Resources Manager oversees the running of the front office and works with administration to ensure compliance with state employment related laws, ECRCHS policies, and collective bargaining agreements. The Human Resources Manager's responsibilities include:

- Oversee new employee processing and verify employee clearance prior to start of work
- Participate in and prepare appropriate questions for classified interviews
- Work with other departments to communicate job openings to staff, and maintain job posting board in main office
- Manage enrollment process for employee benefits
- Communicate information about employee benefits to all staff and educate staff about employee benefit options
- Encourage staff to participate in employee wellness programs
- Serve as point person for questions surrounding Charter School policies and procedures
- Inform staff of new Charter School policies and procedures
- Supervise main clerical office staff including office volunteers and student helpers

- Perform secretarial duties for the Executive Director, screen and receive visitors and mail, compose letters from general instructions
- Assist walk-ins in the Main Office and answer incoming calls
- Track classified employees' hours worked
- Review and approve classified payrolls by tracking and maintaining classified employees' illness and vacation hours balances
- Ensure that assignment and payroll transactions conform with Personnel Commission rules, policies, and collective bargaining agreements
- Issue annual Letters of Reasonable Assurance to part time employees
- Maintain employee hard copy files, including employment documents, payroll and pay data records, I-9's, DOJ records, health enrollment documents and other confidential personnel records
- Enroll new employees in health and welfare benefits and assist new and current employees with supplemental insurances
- Responsible for conducting the annual Open Enrollment of health benefits for employees
- Assist employees with issues of health benefits, process enrollments and changes to health benefits including medical, dental, vision, group life insurance, voluntary life insurance and additional supplemental insurance plans
- Assist employees with benefits claims
- Review and approve invoices for employees' supplemental benefits
- Oversee substitute teachers and assisting substitutes daily with sign-in, login and lesson plans, as well as the review of ECRCHS procedures
- Work with Kelly Services Educational Staffing on hiring and placing substitutes
- Review substitutes' hours and approves substitutes payroll weekly with Kelly Services Educational Staffing
- Process employee Leaves of Absences and Returns
- Review documents related to illness, injury, military, and pregnancy disability leaves to ensure that federal and State employment related laws and Personnel Commission rules related to leaves are followed
- Inform employees on FMLA/CFRA and track and maintain absences throughout year
- Process workers compensation, unemployment, and property loss claims
- Contact custodial and maintenance personnel regarding requests for service or repair to equipment or facilities
- Assign and maintain records of school keys issued to employees
- Provide assistance to all Charter School administrators as requested

The Human Resources Manager must meet the following requirements:

- High School diploma or GED equivalent required; a bachelor's degree preferred
- Two+ years of experience working in Human Resources
- Knowledge of benefits, on-boarding and exit processes
- Knowledge of rules and requirements related to employee leaves

### **IT Services Technician**

The IT Services Technician installs, configures, analyzes, services, diagnoses, and repairs servers, desktops and laptop computers, software, and peripheral devices. The IT Technician handles the server and operates system-related issues. The IT Service Technician's responsibilities include:

- Deliver, set up, install, modify, and maintain desktops, laptops, other mobile computer devices, scanners, printers, video equipment, and other related peripherals or devices
- Resolve complex client issues related to servers, desktop, laptop computers, and mobile computing devices operating systems, and related software and applications
- Install, configure, and implement server, desktop, and other security software and/or protective measures
- Analyze and diagnose wired and wireless local area networks
- Compile and analyze technical data to solve server problems
- Provide troubleshooting and repairs using remote service software and online chat
- Diagnose complex problems and repair desktop, laptop computers, other mobile computer devices, printers, and other related peripherals by disassembling hardware, replacing defective or malfunctioning components, and then checking for correct operation
- Install, configure, upgrade, and maintain District approved software, antivirus software and applications
- Perform data transfers between devices or computers
- Deploy, configure, and provide performance tuning for Windows, Apple, Linux and/or servers with other operating systems
- Provide technical assistance to schools and offices over the phone regarding hardware/software problems
- Instruct users in the basic care and operation of desktop and laptop computers, printers, and other related peripherals
- Support, test, analyze, and resolve hardware, software, application, and basic connectivity problems
- Ensure documentation of all changes to hardware configurations
- Assist higher level technicians and engineers in providing basic network support
- Add and configure printers and solve complex printer issues

The IT Services Technician must meet the following requirements:

- High School diploma or GED equivalent
- One year of experience that included maintaining, repairing, and overhauling of desktop and laptop computers, printers, and related equipment
- IT certification (e.g. A+ certification)
- Knowledge of:
  - Computer terminology, laser and other types of printers, installation and use of standardized software packages, and operating systems (e.g. Windows OS, Apple Mac)
  - Basic IP addressing and subnet schemes
  - Microsoft Office Suite, MS Project, and Microsoft Exchange, Outlook, Active Directory, and Proxy Servers
  - Current practices and materials involved in the configuration, maintenance, repair, and service of personal computers, wired and wireless networks, network servers, network printers, laptops, network switches, and TCP/IP protocols
  - Wi-Fi and streaming video technologies
  - Safety regulations and practices applicable to electrical and electronic repairs

## Accountant

The Accountant oversees the data and records in the time systems in order to ensure proper payroll services. In addition, he or she implements changes in the Charter School's accounting and payroll

management systems and approves units for teachers and staff based on the salary scale. The Accountant is also responsible for managing all matters associated with accounts payable. The Accountant's responsibilities include:

- Maintain employee records in the accounting and payroll management systems
- Organize and manage data in the accounting and payroll management systems
- Track employees' hours and timesheets to enforce proper payment
- Supervise student store operations
- Rate-in certificated employees
- Assist with state and federal compliance reports (e.g. CALPADS)
- Oversee school's compliance with corporate bylaws, charter petition, and school reporting
- Together with the Technology team, train new hires to navigate the accounting and payroll management systems
- Assist in controlling the Charter School's fiscal and human resources

The Accountant must meet the following requirements:

- Bachelor's degree from an accredited university in accounting, business, finance, or related subject
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Impeccable organization skills
- Ability to communicate effectively, orally and in writing, with all stakeholders
- Experience in public schools is a plus

### **Business Analysts**

Business Analysts work with the administrative team to problem solve and maintain the vision of the Charter School's business team. They define and document business needs and objectives and work to identify opportunities for improving business processes. They analyze records of the Charter School and use data analysis to keep budget plans on track. Business Analysts' responsibilities include:

- Assist with data management and employee record-keeping in the accounting and payroll management systems
- Assist with student store operations
- Coordinate survey implementation with relevant staff and create reports that analyze data and monitor trends
- Remain abreast of charter school laws and regulations and help ensure ECRCHS is in compliance with all such laws and regulations
- Together with CBO and/or Executive Director, represent ECRCHS at Chamber of Commerce and VICA meetings and explore partnerships with local businesses and organizations
- Work with staff to promote school events and achievements
- Create and maintain quarterly internal newsletter
- Support the CBO and/or Executive Director in marketing functions such as social media management, the creation of marketing materials, etc.

Business Analysts must meet the following requirements:

- Bachelor's degree from an accredited university in business, finance, statistics, marketing, or related field
- Sharp analytical skills
- Ability to transform data into strategic recommendations

- Working, proficient knowledge of Microsoft Office, Excel, and PowerPoint
- Ability to communicate effectively, orally and in writing, with all stakeholders
- Proficiency in Spanish is a plus

### **Data Analysts**

Under the supervision of the Chief Innovation Officer, Data Analysts support data systems associated with various aspects of student information and record systems. Data Analysts review, maintain, and modify existing data systems and programs as necessary, to improve operational and procedural efficiencies through the Charter School.

The responsibilities of the Data Analysts include:

- Maintain, verify, and certify CALPADS data for all reporting periods
- Prepare and submit Civil Rights Data Collection
- Collect and submit data for CBEDS
- Query data from SIS and generate reports as requested by school personnel or LAUSD
- General dashboards using a data visualization platform
- Assist with integration of LAUSD's MISIS system and resolve any errors or warnings in a timely manner
- Generate the School Accountability Report Card (SARC)

Data Analysts must meet the following requirements:

- Bachelor's degree required, preferably in mathematics, economics, or computer science
- Literacy in Microsoft Office programs, including but not limited to Excel
- Experience using data visualization systems
- Strong ability to understand and maneuver internal and external database software and information portals
- Be self-motivated and able to work in a fast-paced environment
- Ability to maintain good working relations with all levels of personnel

### **Student Store Staff**

The Student Store Staff supervises and is responsible for the operation of the Charter School's student store as well as general school accounting. The staff oversees and manages the financial aspects of the store as well as the accounting procedures pertaining to the student body. The Student Store Staff's responsibilities include:

- Monitor the sale of school apparel, and supplies to students and staff
- Establish and maintain accounting procedures related to financial aspects of student activities such as paid admissions, school publications (e.g. yearbook), student organization collections and class and office sales accounts
- Assign and direct work to student hires and evaluate their performance
- Order PE clothing, school attire and spirit wear, and all other items available for sale at the store
- Take inventory of supplies on a regular basis
- Assist Accountant with other financial management and record keeping, duties that include deposits and accounts payables school wide.

The Student Store Staff must meet the following requirements:



- One year of experience as an employee in an office setting
- Knowledge of accounting practices and procedures
- Knowledge of principles and terminology of purchasing
- Excellent customer service skills
- Ability to communicate effectively, orally and in writing, with all stakeholders

### **Clerical Office Staff**

The clerical office staff is responsible for performing various clerical duties that help to ensure the Charter School operates smoothly and efficiently. The responsibilities of the clerical office staff include:

- Greet and assist walk-ins, visitors, students, parents/guardians and staff in a professional manner
- Answer questions regarding all aspects of ECRCHS, directing to appropriate staff for assistance when necessary
- Answer telephone calls, take messages and/or route to the proper office/staff
- Schedule IEP's
- Arrange daily coverages for IEP's and set up daily period-by-period teacher coverages as required
- Set up daily sign-in, login and instructions for substitutes
- Call parents/guardians daily to verify Early Leaves, summons students to leave for appointments, deliver items dropped off by parents/guardians to students
- Assist all Charter School administrators, deans, counselors and faculty as requested or directed
- May be responsible for creating and maintaining documents, some of a confidential nature, such as letters, reports, memorandums, bulletins, announcements, etc.
- Maintain active teacher and staff correspondence for dissemination and gathering of information
- Receive, open, and route mail
- Maintain Charter School calendar and update school marque and website daily
- Assist faculty arranging for and coordinating Charter School activities, field trips, and student activities transportation
- Prepare, compile, input, and maintain accurate and complete records and reports, including state reports, statistical and classification reports, student attendance and summary reports, custom queries, teacher grade files, daily student absences, early leaves, verification rosters, progress reports, report cards, staff attendance, enrollments, check-outs, cumulative files, transcripts, IEP's, 504's, health and emergency records, textbooks issued and school textbook inventory, and annual school property inventory
- Operate computers, copy machines, and computer software currently in use at ECRCHS, including Microsoft Word, Excel, and Aeries
- Process purchase orders for school supplies, reconcile deliveries, process exchanges and maintain records for budget controls
- Order supplies for copy machines and call for maintenance and repairs
- Other duties as assigned

The Clerical Office Staff must meet the following requirements:

- High School diploma or GED equivalent
- Impeccable organizational skills
- Ability to communicate effectively, orally and in writing, with all stakeholders

## Special Education Paraprofessionals

The Special Education paraprofessionals perform a variety of tasks including providing instructional support in the classroom as well as supporting students with behavioral and/or physical challenges on an individual one-to-one basis. Their responsibilities include:

- Assist teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by students using a consistent team approach
- Perform a variety of activities pertinent to training, physical care, disciplining, and tutoring in order to instill habits, knowledge, and skills in students with disabilities
- Assist teachers in implementing lessons or portions of lessons to a student or a group of students, check accuracy of work, and present additional assignments as directed by a teacher
- Assist teachers with the use of electronic equipment and presentation of materials and methods to reinforce lessons to students
- Assist teachers in working with students who may be demonstrating behaviors such as hitting, biting, scratching, and running; work as a member of a team to implement the behavior support plan and/or crisis plan when trained by appropriate staff
- Under the teacher's direction, participate in data collection on behaviors as part of behavior support plan development and implementation
- Lift students in and out of holding or locomotive devices and on and off buses when trained by appropriate staff
- Assist students with the use of mobility equipment such as leg braces, walkers, mobile standers, and tricycles when trained by appropriate staff
- Assist students with all aspects of hygiene, which may include diapering and lifting on and off the toilet, changing tables, and mats when trained by appropriate staff
- Assist teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations
- Supervise a group of students in the temporary absence of the responsible teacher when notified
- Document service notes in the SELPA's designated electronic IEP program
- May obtain food from the cafeteria, serve food, and feed students or help them to feed themselves
- May act as a resource regarding student issues at IEP meetings, if requested
- May take student temperatures, administer first aid, and provide basic nursing care as directed or authorized by the School Nurse
- May carry out the instructions of a Supervising Special Education Paraprofessional or certificated employee to implement special physical handling, care, or exercises prescribed by doctors, nurses, or therapists when trained by appropriate staff
- May work with teachers, agencies, and private companies to assist in making job placements for graduates or vocational courses and may take students to job interviews
- Maintain calm, professional demeanor
- Perform such other tasks as may be assigned

Special Education Paraprofessionals must meet the following requirements:

- High school diploma or equivalent required, along with an AA degree or higher or 60 semester or 90 quarter units from a recognized college or university
- Experience working in an educational setting strongly preferred
- Experience working with students with physical, mental and/or emotional disabilities preferred
- Experience working with special equipment, such as wheelchairs and braces, preferred
- A First-Aid Certificate issued by a recognized First Aid training program must be obtained within sixty (60) days after appointment and must be kept valid during the term of employment
- A CPR Certificate issued by a recognized CPR training program must be obtained within sixty (60) days after appointment and kept valid during the term of employment
- Some positions may require the ability to directly assist in the lifting or moving of students
- Some positions may require the use of multi-person lifting techniques and the use of mechanical lifting equipment to lift or move pupils who weigh in excess of 50 pounds
- Some positions may require the provision of physical support to pupils of any weight to assist their movement

### **Safety Officers**

Safety officers assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus and at bus loading points at the direction of a school administrator or teacher. The responsibilities of Safety Officers include:

- Patrol school corridors, locker rooms, restrooms, assembly and athletic facilities, gymnasiums, bus loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities
- Provide information to all Charter School administrators regarding causes and effects of campus and community tension
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons
- May assist a certificated employee in supervising students during field trips and special events
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs
- May deliver, set up, lay out, or collect equipment and other materials
- Performs related duties as assigned

Safety Officers must meet the following requirements:

- High School diploma or GED equivalent
- Ability to establish good relations with individual students and groups, communicate orally with District staff, parents/guardians, and students, and react quickly and appropriately in emergencies
- Knowledge of:
  - Safety rules and procedures to be observed by students
  - Standards of courtesy and behavior expected of students
  - Adolescent development and problems
  - Vocabulary and usage of terms common to youth in the area served by the Charter School

## Maintenance and Custodial Staff

Maintenance and custodial staff ensure the school facilities are kept in a clean, safe, and sanitary condition. The responsibilities of the maintenance and custodial staff include:

- Sweep, dust, clean, scrub, strip, seal, wax, polish, and mop floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities
- Remove spots from floors, walls, furniture, and fixtures and cleans dry erase boards
- Wash and scrub walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains
- Operate equipment, such as floor polishing and scrubbing machines, shampooers, vacuum cleaners, yard vacuums, power sweepers, and electric carts
- Service soap dispensers, towel boxes, and similar facilities
- Sweep and hose blacktops, tennis courts, playgrounds, sidewalks, and parkways
- Replace electrical plug fuses, incandescent bulbs, and fluorescent tubes
- Move and adjust chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Receive, check, and deliver custodial and instructional supplies
- Lock and unlock doors, gates, windows, and storerooms
- Provide information regarding locations of various school facilities, participate in the opening and closing of facilities, and represent the Charter School to the public in the use of the Charter School as a community center
- Gather and dispose of rubbish, paper, leaves, and debris, and empty and wash containers
- Water and tend lawns, shrubs, and trees; and operate manual and automatic watering systems
- Identify and report information regarding vandalism, theft, fire damage, and floods
- Perform a variety of unscheduled custodial duties as requested by school administration
- Keep drain and flow lines in laws and other planted areas free from debris
- Attend in-service training as directed
- Make minor repairs to building hardware, plumbing, building equipment, and furniture
- May perform a variety of cleaning and other manual tasks in the cafeteria
- May operate power sweepers

The maintenance and custodial staff must meet the following requirements:

- High School Diploma or GED
- Ability to read and interpret documents in English such as safety rules, operating and maintenance instructions, and procedure manuals
- Ability to write routine reports and correspondence in English
- Valid California Driver's licenses
- Transportation to and from work

## Day-to-Day Substitutes

ECRCHS utilizes qualified substitutes from its own substitute pool or the services of an outside provider as necessary. ECRCHS will ensure that substitutes the required clearances for employment at ECRCHS.

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## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

## **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

## **MEDICATION IN SCHOOL**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

## **ATHLETIC PROGRAMS**

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

## **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

## **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

## **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

## **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

## **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.



## **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

## **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

### **1. Custodian of Records**

In accordance with California Department of Justice requirements, the Chief Compliance Officer will serve as ECRCHS' Custodian of Records.

### **2. Student Health and Wellness**

All students are required to take 20 units of physical education to graduate. Students who do not pass a physical fitness test after 20 units of physical education must continue to take physical education courses until they pass the test, or until they graduate. The physical fitness test requires students to run one mile, do sit-ups, push-ups, and trunk lift, demonstrate flexibility, and meet certain body mass index (BMI) parameters; students must complete five of the six parts within certain guidelines in order to pass the test.

As detailed in Element 1, ECRCHS has continued to require a one-semester Health Education course for a high school diploma while many charter schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class. Continuing the integrity and high standards for the program, ECRCHS assigns qualified Health Science credentialed teachers in Health Education courses. Topics studied include mental and emotional health, physical health, environmental health, social health, spiritual health, human growth and development, and drug prevention education.

The role of Health Education at ECRCHS is critically important because it helps students to adjust and adapt to the challenges of adolescence. The course provides instruction that meets the needs of each student by focusing on health issues from an adolescent perspective, as this age group is quite susceptible to avoidable health risks. The major emphasis of the course is the National Health Education Standards, which are written expectations for what students should know by grades 2, 4, 5, 8 and 12 and promote personal, family and community health. The standards and performance indicators provide a framework for curriculum development, instruction, and student assessment in health education (Centers for Disease Control and Prevention).

Nutritional screening is available in the Health Office, and height, weight, and BMI are calculated as needed. Nutritional counseling is available to all students with referrals.

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## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

ECRCHS serves a highly diverse student community. In 2019-2020, the racial breakdown of the student body in Aeries was 40% White, 31% Hispanic/Latino, 15% Asian/Filipino/Pacific Islander, 4% African American, 7% Two or More Races, and American Indian less than 1% (note that 3% declined to report). In 2019-2020, 33% of students qualified for the FRPM program, 10.5% qualified for special education, 2% were EL students, and 19.5% were Reclassified Fluent English Proficient (RFEP).

In order to maintain a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, ECRCHS makes many efforts to spread awareness of its academic programs to diverse communities. These efforts include:

- Hosting student and employee-led school information sessions and Charter School campus tours every Friday from November to January, which are open to all interested families
- Host annual “Transition to High School Night” each Spring at the Charter School, inviting prospective students and families from local and surrounding communities
- Participating in “high school nights” in the months of September and October at Hale Middle School, Portola Middle School, Multicultural Learning Center, James Jordan Middle, Chime Charter and Ivy Bound Academy

- Work in conjunction with Pierce College to host annual college fair at Pierce College in September, which attracts over 75 colleges from around the country and 2,000+ students and parents/guardians from local and surrounding communities
- Engaging with parents/guardians, students, and community members through various social media platforms
- The placement of print and online advertisements in local newspapers

ECRCHS communicates these events to the greater community through information on its website and marquee, social media postings, mailings, and print and online advertisements. In addition, the ECRCHS staff provides information about the Charter School to parents/guardians who inquire via telephone or in person. The counseling offices are staffed with bilingual clerical employees, a bilingual counselor, and a bilingual administrator who translate information into Spanish for Spanish-speaking parents/guardians at outreach and recruitment events described above, as well as reproduce printed outreach and recruitment materials in Spanish.

Going forward, ECRCHS will advertise its lottery process and other events in newspapers that target a more diverse population, such as La Opinión, San Fernando Valley Business Journal, and The Los Angeles Times, as well as on radio stations such as 670AM KIRN, 90.3 Radio Nueva Vida, and KNX 1070.

The Charter School's demographic profile has shifted since conversion to a charter school. Following conversion, ECRCHS maintained its former attendance boundary, and began holding a lottery each year to fill any remaining spots. Currently, 54% of students enter the Charter School through the lottery from outside the attendance boundary. These students reside in 61 zip codes, with the greatest concentrations in Canoga Park and Reseda. Prior to charter conversion, in the 2009-2010 school year, White students represented 52.3% of the student population. In the subsequent years, ECRCHS has been able to diversify its student body for the 2019-2020 school year, this number decreased to 40%, balanced with increased representation of Multiethnic (Two or more races) students and Latino students. ECRCHS is continuing to increase the numbers of non-white, FRPM and Special Education students enrolling at ECRCHS.

#### How the Plan Will Achieve LAUSD's Balance Goals

Through outreach to ethnically diverse populations as described above, ECRCHS has already seen a shift in its demographics, and will continue to implement the strategies described above to meet LAUSD's racial and ethnic balance goals. The chart below shows ECRCHS' progress towards these goals, i.e., demographics from the time ECRCHS became a charter school, the demographics at the beginning of the last charter term, and the current demographics

	2010-2011	2016-2017	2020-2021
African American	6.5%	6%	3.5%
American Indian / Alaskan	1%	.5%	.5%
Asian	10.5%	8%	8%
Pacific Islander	.5%	.5%	.5%
Filipino	5%	5%	4.5%
Hispanic	26%	28%	31.5%
White	50%	42.5%	36.5%
Multi-ethnic	N/A*	9.5%	15%

\* This statistic was not measured in 2010-2011.

ECRCHS has started a free bus pass program to provide socioeconomically disadvantaged students, including those subject to LAUSD's racial and ethnic balance goals, the use of public transportation at no cost to students. The creation of a Step Team, the development of an Ethnic Studies class, and the promotion of our student groups (La Familia and Black Student Union) and parent groups (RISE and Los Padres Latinos de ECR) are all geared towards attracting and maintain a vibrant and diverse student body.

### **How ECRCHS Will Achieve a Balance of Special Education and English Learners That is Reflective of the General Population Residing Within LAUSD**

ECRCHS seeks to achieve a balance of special education and English Learners that is reflective of the general population residing within LAUSD. ECRCHS seeks to achieve this balance through the following activities and events in order to promote the Charter School's special education and English Learner programs:

- Attend informational nights at local middle schools and discuss ECRCHS' special education program.
- Promote and discuss ECRCHS' special education programs and courses during school tours.
- Identify the scope and types of services available to students with special needs on the Charter School's website.
- Provide all materials to prospective students and parents/guardians in Spanish.
- Advertise the Charter School's special education and English Learner programs in local Spanish media such as La Opinión.
- Host parent/guardian informational nights entirely in Spanish.
- Reach out to the Spanish-speaking community through Los Padres Latinos de ECR and La Familia.

Annually, the Charter School's Executive Director will evaluate the effectiveness of these activities towards achieving/maintaining the LAUSD's special education population percentage and English Learner population percentage, and as appropriate based on whether these targets are being met, assemble a committee to develop or refine outreach strategies, and track progress towards achieving these percentages.

### **Special Education Students**

ECRCHS has also seen a steady increase in the number of special education students; in 2018-19, ECRCHS had 330 special education students; in 2019-20, that number grew to 365 students. Currently, ECRCHS has increased its special education population to 411 students, which constitutes approximately 11% of our total student population. Additionally, ECRCHS has had an increase in students with a 504 Plan, from 172 in 2018-19 to 184 students in 2020-2021 with a 504 Plan (note that this number typically increases during the school year). ECRCHS has continued in its efforts to maintain a well-rounded Special Education program.

### **EL Students**

In the past two years, ECRCHS has done a tremendous job in reclassifying its EL students, which has led to a significant drop in our EL population. In the 2018-2019 school year, ECRCHS had 95 EL students (2.7% of the student population), along with another 609 students (17.1%) who previously were reclassified fluent-English proficient. Based on CALPADS preliminary data, in 2018-2019, ECRCHS reclassified 47 students – or 49.5% of the EL students. ECRCHS expects to see a similar reclassification rate for 2019-20 when the data for that school year becomes available.

Reporting Period	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<i>Overall</i>						
English Learners	93	91	112	95	67	66
Reclassified (From Prior AY Census Day to Current AY Census Day)		15	4	7	47	Unavailable
Reclassification Period	2015/16	2016/17	2017/18	2018/19	2019/20	
% Reclassified		16.1%	4.4%	6.3%	<b>49.5%</b>	

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## **ELEMENT 8 – ADMISSION REQUIREMENTS**

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*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student’s academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or

delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

### **ADMISSION REQUIREMENTS**

ECRCHS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California, subject to limitation only to the extent required by Education Code Section 51747.3 with respect to enrollment in ECRCHS' IS Program. ECRCHS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. ECRCHS will enroll all pupils who wish to attend ECRCHS to the extent that space allows. Education Code Section 47605(e)(2)(A).

### **STUDENT RECRUITMENT**



In an effort to recruit a diverse student population, ECRCHS engages in a variety of modes of communication to recruit students. These include, but are not limited to: hosting student and employee-led Charter School information sessions and campus tours, which are open to all interested families; hosting an annual “Transition to High School Night” each Spring, inviting prospective students and families from local and surrounding communities; participating in “high school nights” at Hale Middle School, Portola Middle School, Multicultural Learning Center, James Jordan Middle, Chime Charter and Ivy Bound Academy; working in conjunction with Pierce College to host annual college fair in September, which attracts over 75 colleges from around the country and 2,000+ students and parents/guardians from local and surrounding communities; engaging with parents/guardians, students, and community members through various social media platforms; and placing print and online advertisements in local newspapers.

ECRCHS communicates these events to the greater community through information on its website and marquee, social media postings, mailings, and print and online advertisements. In addition, ECRCHS’ staff provides information about the Charter School to parents/guardians who inquire via telephone or in person. The counseling offices are staffed with bilingual clerical employees, a bilingual counselor, and a bilingual administrator who translate information for Spanish-speaking parents/guardians.

Going forward, ECRCHS will advertise its lottery process and other events in newspapers that target a more diverse population, such as La Opinión, San Fernando Valley Business Journal, and The Los Angeles Times, as well as on radio stations such as 670AM KIRN, 90.3 Radio Nueva Vida, and KNX 1070.

## **LOTTERY PREFERENCES AND PROCEDURES**

As a charter school, ECRCHS is a school of choice, and ECRCHS may have more students interested in attending the Charter School than there are spaces available. If the number of students who wish to attend ECRCHS exceeds the number of openings, admission shall be determined by a random public drawing in accordance with Education Code Section 47605(e)(2)(B) to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside in ECRCHS' former attendance boundary (rationale: required per Education Code Section 47605(e)(1))
2. Siblings of students admitted to or attending ECRCHS who reside in the District (rationale: provided for the benefit of keeping families together at the same school and for the convenience of parents and guardians)
3. Children of ECRCHS employees who reside in the District (combined with out-of-District up to 10% of total ECRCHS enrollment) (rationale: provided to attract and retain qualified employees for whom the convenience of having their child attend ECRCHS may be a factor in their decision to work at ECRCHS)
4. All other students who reside in the District (rationale: required per Education Code Section 47605(e)(2)(B))
5. Siblings of students admitted or attending ECRCHS who reside outside of the District (rationale: provided for the benefit of keeping families together at the same school and for the convenience of parents and guardians)
6. Children of ECRCHS employees who reside outside of the District (combined with in-District residents, up to 10% of total ECRCHS enrollment) (rationale: provided to attract and retain

qualified employees for whom the convenience of having their child attend ECRCHS may be a factor in their decision to work at ECRCHS)

7. All other students

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment to the extent allowed or required under federal law or regulations.

Lottery Application Forms will be accepted during a publicly advertised open application period each year for enrollment in the following school year, starting November 1. For a student to be eligible for enrollment the following school year, a Lottery Application Form (see Tab 6) must be completed online by the stated annual deadline (the second week of January) by 4:00 p.m.

The deadline is frequently communicated during school tours, on ECRCHS' website and social media accounts, and on ECRCHS' marquee. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing during the fourth Thursday of January at 9:30 a.m., to determine enrollment for the impacted grade level.

The lottery will be conducted at ECRCHS school and supervised by the Executive Director, who will be responsible for ensuring the fairness of the lottery. All interested parties may observe, however, parents/guardians will be informed that they do not need to be present at the lottery to secure a spot for their child. Student names will be randomly drawn to fill the number of available spaces per grade level, with all additional names drawn to compile a wait list.

Specifically, lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

The lottery process utilizes a custom-developed counter-based random number generator algorithm to generate unique random codes that are associated to each applicant, which ensures the fairness of the lottery. Monitored by the Technology Department and implemented by the Admissions Office under the oversight of the Executive Director, students are then selected randomly. Stakeholders (including, but not limited to, prospective students' parents/guardians) are invited to attend the lottery to ensure that the process is conducted fairly and reasonably, and that names are selected at random based on the procedure identified above.

Before the end of January, the Admissions Office will notify parents and/or legal guardians by email and/or phone call, as to whether the student has been offered enrollment or placed on a waiting list, along with their number on the waiting list. If a student has been offered enrollment, the parent/guardian is given a deadline of four (4) weeks to complete and return an Enrollment Form (see Tab 6) to accept a space at the Charter School. The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the waitlist. When an offer occurs during the school year, the Admissions Office will contact families by email and/or phone call in the order of the waitlist and given a deadline of two (2) weeks to complete and return an Enrollment Form (see Tab 6) to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

Once a student has been admitted, that student's parent(s) and/or guardian(s) will fill out an enrollment packet. In an effort to maintain more accurate records and make the process more convenient for families, ECRCHS has made its enrollment an electronic process. The enrollment packet will be available on the Charter School's website. If there are families who do not have internet access at home or who prefer to fill out the required documents at ECRCHS, the Charter School will provide them with access to the computers in the Admissions Office, and will train the Classified staff that work in the Admissions and/or Attendance offices to answer questions about the enrollment packet and provide bilingual assistance to families.

The enrollment packet must be completed by parents/guardians of all students, including those who reside in the former attendance boundary of the Charter School. The enrollment packet includes the following:

- Enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records

ECRCHS plans to include the Application for Free and Reduced Price Meals in the enrollment packet and require the submission of this form by all families, even those who are not eligible, to ensure accurate records of the Charter School's socio-economic diversity.

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## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)***

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections **47605(c)(5)(I)** and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### ANNUAL AUDIT PROCEDURES

- The Charter School’s Governing Board will appoint an Audit Committee of one or more Board members by January 1 of each year in which an auditor is to be selected.
- The Audit Committee will review all proposals from audit firms and make a recommendation of an audit firm to the Charter School’s Governing Board; the Charter School’s Governing Board will review the recommendation and vote at a Charter School Board meeting as to the selected auditor. The Charter School’s Governing Board is responsible for contracting with an audit firm from the State Controller’s list of approved auditors by March 1 of each year, unless the existing contract is a multi-year contract.
- The Chief Business Officer shall work with the audit firm to provide the required information.
- At the conclusion of the audit, the Chief Business Officer and the Audit Committee will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the Board of Directors with recommendations on how to resolve them.

- The Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Executive Director will provide a final copy of the audit to LAUSD, LACOE, the State Controller and the CDE as required, by the December 15 annual deadline.

The independent financial audit of ECRCHS is a public record to be provided to the public upon request.

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## ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)*

### GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

## **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

## **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

## **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.



## **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

## **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM**

ECRCHS' Student Suspension and Expulsion Policy and Procedures (Policy) have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes list of offenses and procedures applicable to district schools, to establish its own list of offenses and procedures for suspensions, expulsions, and involuntary removal. Accordingly, the language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter, so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. The Policy and its procedures will be distributed annually as part of the Parent-Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures is set forth in the Parent-Student Handbook, which is distributed annually to all parents/guardians and a copy of which can be obtained upon request at the Dean's office.

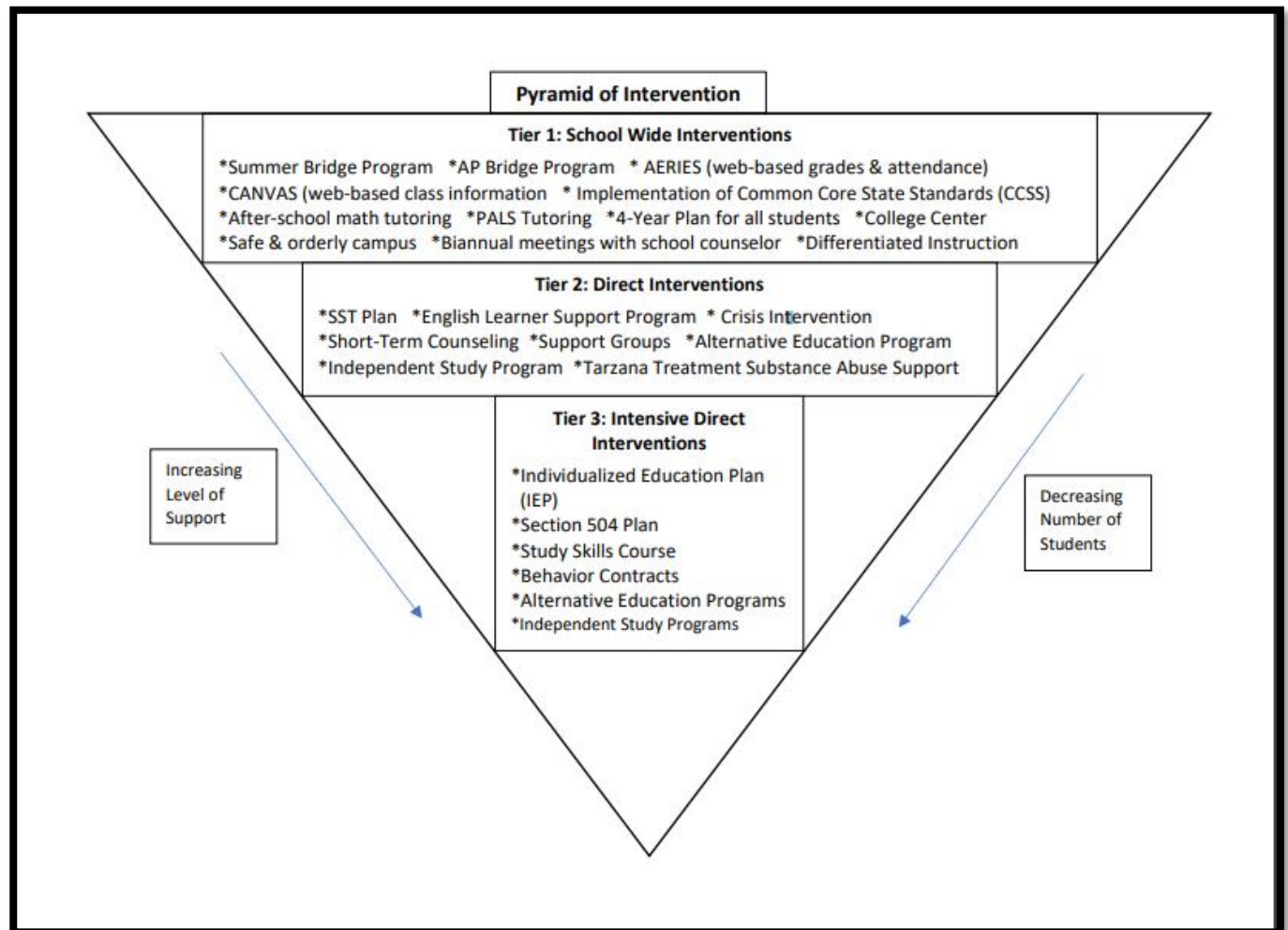
Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed upon by the Dean or the Administrative Director of Discipline during the period of suspension or expulsion.

The discipline policy at ECRCHS is based on a progressive system. Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and a representative from the Dean's Office. Following this meeting, several actions may occur, including but not limited to, parent notification/conference, assigned lunch detention of various lengths, after school intervention classes, suspension and possible expulsion as determined by the incident. During the initial meeting between the student and a representative from the Dean's Office, options for strategic intervention may be discussed that include but are not limited to: grade and attendance counseling, peer conflict resolution, referral to tutoring, substance abuse counseling, and to meet with a Charter School counselor/therapist.

For students who are truant, tardy, or otherwise absent from class, intervention strategies include parent/guardian contact by the attendance clerk, in school counseling, and meetings with teachers, among others. ECRCHS works to find the best solution for each student. Students are never suspended or expelled for trancies and tardiness.

ECRCHS utilizes a progressive discipline policy that is aligned with the District's Discipline Foundation Policy and School Climate Bill of Rights Board of Education resolution. Additionally, in our efforts to support student needs and stem at-risk behavior, ECRCHS has implemented a MTSS for students who are exhibiting inappropriate or disruptive behaviors as defined by the Charter School's code of conduct, which is consistent with the School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013, and Education Code Section 48901.1. ECRCHS has increased its support staff to include a dean with a special education credential, a school safety coordinator, and additional academic counselor, an intervention team consisting of a school-wide Intervention coordinator and three subgroup coordinators (African American, Latino, and LGBTQ), two school psychologists and a psychiatric social worker. These measures continue to ensure the campus is safe, students feel supported, and students have access to the resources they need to be successful.

The following diagram delineates our MTSS with regard to level and corresponding supports for our School-Wide Positive Behavior Intervention and Support (SWPBIS).



**Tier 1: Universal Supports and Strategies:** These interventions are designed to teach appropriate behavior to ECRCHS students so that they may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners. Strategies include the following:

- Proactive Classroom Management
- Regular/Preemptive communication with families
- Conferencing with student(s) and parents/guardians
- Verbal correction and redirection
- Daily progress reports
- Written and/or verbal reflection

**Tier 2: Selected, More Intensive Supports and Strategies:** These responses engage the student's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive. Strategies include the following:

- Behavioral contract

- Conflict resolution
- Support groups
- School-home communication
- Academic Involvement in Mentoring
- Detention (lunch, after school, Saturday, etc.)
- Refer student to Student Success Team
- Loss of school activity privileges
- Alternative classroom setting
- Parent/guardian shadow

**Tier 3: Targeted/Intensive Supports and Strategies:** These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion. Strategies include the following:

- All Tier 1 and Tier 2 interventions
- Function Behavioral Assessment (FBA) Based Behavior Intervention Plans
- Teaching replacement behavior
- Home and community supports with the support of our Psychiatric Social Worker (PSW)
- In-school suspension
- Out-of-school suspension
- Request for alternate educational setting
- Recommendation for expulsion

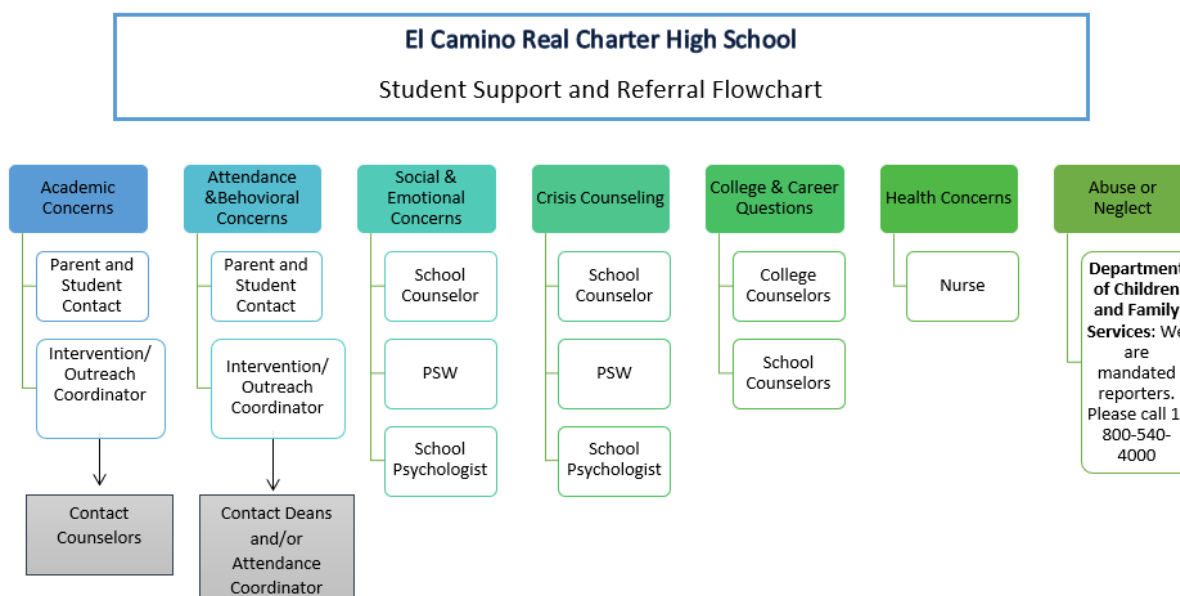
ECRCHS offers a wide variety of school clubs and an after-school program of intervention and enrichment classes and support. Policies and practices are communicated at various parent/guardian meetings, in print, and at the Charter School's Governing Board and committee meetings. In addition to our ad hoc committee for SWPBIS, all staff are provided professional development in cultural proficiency, restorative practices, alternatives to suspension, trauma informed teaching strategies, and positive behavior supports. ECRCHS is committed to a positive and safe campus and will continue with staff trainings and data collection.

### **Restorative Justice Practices**

Administration, faculty, counselors and school support personnel including deans, intervention personnel, counselors, school psychologists and PSW utilize restorative justice practices to support students and take historical or contextual information into account when working toward resolution of conflicts or behavioral issues with and among students. Restorative practices currently being utilized at ECRCHS include:

- Positive Behavior and Intervention Supports training and professional development in Tier 1 school-wide strategies to be implemented in the classroom, in offices and at all levels of the educational program
- Developing programs and initiatives at the school site that respond to the needs of the community
- Building healthy relationships between students and faculty
- Reducing preventing and improving conditions to deter potentially harmful situations and issues for and among students

The diagrams below outline ECRCHS' student support and referral process:



ECRCHS has developed an intervention referral process for the Charter School's staff to monitor student behavior, which allows ECRCHS' intervention team to monitor and track student progress throughout the year. Using the flowchart above as a guide, ECRCHS teachers fill out an intervention form if they have concerns about a student. The form is used to keep track of how many students have been referred to intervention and for what specific reason. Following the referral process, the Intervention Coordinator follows up with the student's counselor to discuss the next steps and informs the teacher via email of the discussion and steps taken. Additionally, if accommodations were given to the student during an SSPT process, which is part of MTSS, the accommodations will be listed in Aeries for teachers and counselors to access. The data generated by the referral process is analyzed by the intervention team every two (2) weeks and modified by the intervention team as needed.

## **GROUND S FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION, AND EXPULSION**

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or Charter School attendance occurring at any time including but not limited to: a) while on Charter School grounds; b) while going to or coming from Charter School; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a Charter School-sponsored activity. Criteria of discipline is determined using the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

### **1. Enumerated Offenses**

**Discretionary Suspension Offenses:** Students *may* be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person

- threatened or his or her immediate family. In-school suspension is not an option for students who have participated in such acts.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
  - r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive. In-school suspension is not an option for students who have participated in such acts.
  - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. In-school suspension is not an option for students who have participated in such acts.
  - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    - 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      - i. A message, text, sound, video, or image.
      - ii. A post on a social network Internet Web site including, but not limited to:
        - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
  - a) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

**Non-Discretionary Suspension Offenses:** Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.



- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

**Discretionary Expellable Offenses:** Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually

carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - ii. A message, text, sound, video, or image.
    - iii. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee’s concurrence.

**Non-Discretionary Expellable Offenses:** Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained

- written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined, in accordance with the notice and hearing procedure outlined below, that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to the Charter School's campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **IN-SCHOOL SUSPENSION**

For In-School suspension, the student remains on the Charter School campus for the length of the suspension and receives academic support by a credentialed staff member for material related to all missed classes. Two types of In-School suspension are implemented at ECRCHS, class suspension and in-house suspension. Class suspension is when a student is suspended from a specific class; this may occur only once every five school days. In-house suspension is when a student is suspended from all of their classes. In-school suspension allows the student to be removed from the general student body but still receive academic support for their on-going classes.

In-School suspension takes place in the Charter School Dean's Office, under the supervision of the deans. The Dean's Office will call the student's parent/guardian to provide notice of the suspension. Students serving In-School suspension are provided the classwork assigned by their teachers to work on during suspension. Students are also assigned an online program called "Ripple Effects," which addresses behavioral challenges and supports positive outcomes. Students also receive support as needed during time spent in In-School suspension through counselors and/or the PSW.

In-School suspension shall not exceed five (5) consecutive school days per suspension, or twenty (20) total days per school year. For students with special needs, In-School suspension may not exceed ten (10) total days per school year.

In-School suspension is not an option for students who engage in any action that may constitute a danger to others at the Charter School, including, but not limited to:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against Charter School officials or school property, or both.

### **OUT-OF-SCHOOL SUSPENSION**

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at Charter School and their removal from the Charter School is necessary.

Students who are suspended continue to have access to schoolwork through Canvas, and the Dean's Office will remain in communication with the students and parents/guardians for any schoolwork that may not be available through Canvas.

### **SUSPENSION PROCEDURES**

Suspensions shall be initiated according to procedures described below. At all times, the Charter School will ensure that the process for investigating incidents and collecting evidence will be fair and thorough. The decision to suspend a student will be made by the Dean's Office and/or the Administrative Director of Discipline.

#### **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Dean or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Dean or designee.

The conference may be omitted if the Dean or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If, however, a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason(s) for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### **Notice to Parents/Guardians**

At the time of suspension, the Dean or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If the Dean or Administrative Director of Discipline wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### **Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Dean or Administrative Director of Discipline, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Dean or Administrative Director of Discipline upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's Charter School suspension will be extended pending the results of an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. An extension of suspension shall not exceed the limit of twenty (20) total suspension days per school year; for students with special needs, suspension shall not exceed ten (10) totals days per school year. Students who are suspended continue to have access to schoolwork through Canvas, and the Dean's Office will remain in communication with the students and parents/guardians for any schoolwork that may not be available through Canvas.

Suspension Appeal: If the parent/guardian wants to appeal the suspension, the parent/guardian submits an appeal to the Administrative Director of Discipline. The appeal shall be in writing and shall be sent (either by mail, email, or in-person) to the Administrative Director of Discipline; the appeal may include any documents or evidence for consideration and in support of the appeal. The decision of the Administrative Director of Discipline will be final.

## **EXPULSION PROCEDURES**

### **Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the Dean. The Administrative Panel will consist of at least three members who are certificated employees of the Charter School and neither a teacher of the pupil nor a member of the Charter School's Governing Board. ECRCHS' Board will appoint an Administrative Panel. The Administrative Panel shall be presided over by a designated

neutral hearing chairperson. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to ECRCHS' Board, which will make the final determination.

### **Hearing Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Dean or Administrative Director of Discipline determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Upon request, the notice shall be provided in any other language spoken by the parent/guardian. Also, the Charter School will furnish reasonable requests for disability-related modifications or accommodations at the hearing.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

ECRCHS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding chairperson of the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the chairperson of the Administrative Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.



### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or the Charter School's Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

### **Written Notice to Expel**

The Dean or designee following a decision of the Administrative Panel to expel shall send written notice by mail and/or email of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options
5. Information regarding the expelled student's rehabilitation plan and reinstatement/readmission rights

### **Right to Appeal**

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 calendar days following the decision of the Administrative panel to expel, file a written appeal with the Charter School's Board, requesting reconsideration of the expulsion determination.

If appealed, the Board conducts and presides over the expulsion appeal.

The Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Board shall render a decision within three (3) school days of the appeal hearing. The decision of the Board shall be final.

Upon request, all documents regarding the appeal shall be provided in any other language spoken by the parent/guardian. Also, the Charter School will furnish reasonable requests for disability-related modifications or accommodations at the appeal hearing.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel issues its written notice of the decision to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the decision of the Administrative Panel within the prescribed time may not subsequently appeal the decision of the Administrative Panel.

The Charter School's Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section and do not violate students' due process. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The parent/guardian or the pupil shall submit a written request for a copy of the supporting documents, if desired, from ECRCHS simultaneously with the filing of the notice of appeal. ECRCHS shall provide the pupil with the supporting documents and records within 10 schooldays following the pupil's written request, unless impracticable.

### **Closed session**

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or ECRCHS, the Board shall, at the same time, admit representatives from the opposing party.

### **Evidence admissible at hearing**

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

### **Scope of review**

The review by the Board shall be limited to the following questions:

- (1) Whether the Administrative Panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the Administrative Panel.
- (3) Whether there was a prejudicial abuse of discretion (i.e., a failure by the Administrative Panel to properly consider relevant facts or information, such as failure to hear the

- testimony of a pertinent witness) in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

The Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

### **Decision of the Board**

The decision of the Board shall be limited as follows:

- (a) If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil be reinstated pending the reconsideration. During the reconsideration process, the student shall remain suspended.
- (b) In all other cases, the Board shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

### **Expelled Pupils/Alternative Education**

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. ECRCHS will provide the parent with necessary information and a list of placement options and work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Policies and Procedures Regarding Rehabilitation Plan**

It shall be the policy of the Charter School that at the time the Administrative Panel issues a decision to expel, it shall prepare a rehabilitation plan that is appropriate for the student based on the circumstances of their expulsion, their record at the Charter School, and areas for behavioral growth. Such a plan shall typically require a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the Charter School campus until such time as that student may be re-enrolled. Depending on the expellable offense, counseling or other behavioral interventions may be recommended. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission. Upon request from a student's parent or guardian, or a pupil who holds their own educational rights, the decision to readmit a student shall be made by the Administrative Panel. The Administrative Panel will determine whether the pupil has successfully completed the rehabilitation plan. The student's readmission is also contingent upon the capacity of the Charter School at the time of the student seeks readmission.

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## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)***

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

The Chief Business Officer is responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

### CERTIFICATED EMPLOYEES

ECRA will make annual contributions to the ECRA Public School Employee Retirement Healthcare Benefits Trust (“Trust”), the assets of which are irrevocable, in order to guarantee retiree health benefits for qualified employees of the Charter School. ECRA will contribute at least \$2 million per year to the Trust in order to prefund future liabilities. The qualifications are set forth in the relevant collective bargaining agreement between ECRA and UTLA.

The Trust will provide retiree benefits similar to what LAUSD provides its retirees, as outlined in the 2018-2021 collective bargaining agreement between ECRA and UTLA.

### STRS

All full-time, eligible employees at ECRCHS will continue to participate in the State Teachers’ Retirement System (“STRS”). Full time is defined, for eligible employees, as working six (6) hours per day. Employees will contribute the required employee percentage, and ECRA will contribute the employer’s portion. All withholdings from employees and from ECRA will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through LACOE.

ECRA acknowledges that the Charter School must continue such participation for the duration of the Charter School’s existence under the same CDS code.

## **CLASSIFIED EMPLOYEES**

ECRA will make annual contributions to the Trust, the assets of which are irrevocable, in order to guarantee retiree health benefits for qualified employees of the Charter School. ECRA will contribute at least \$2 million per year to the Trust in order to prefund future liabilities. The qualifications are set forth in the relevant collective bargaining agreement between ECRA and the American Federation of State, County and Municipal Employees, District 36 (AFSCME).

The Trust will provide retiree benefits similar to what LAUSD provides its retirees, as outlined in the 2019-2022 collective bargaining agreement between LAUSD and AFSCME.

## **PERS**

All full-time, eligible employees at ECRCHS will continue to participate in the Public Employees' Retirement System ("PERS"). Full time is defined, for eligible employees, as six (6) months of continuous full-time employment, or the first pay period after 125 days of employment or 1000 hours during a 12-month period. Employees and ECRA will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

ECRA acknowledges that the Charter School must continue such participation for the duration of the Charter School's existence under the same CDS code.

## **OTHER EMPLOYEES**

If eligible and economically feasible, ECRA will continue to participate in the Public Agency Retirement System ("PARS") for non-PERS eligible part-time employees.

All non-certificated employees, who are not eligible under PARS, will participate in Social Security.

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## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)***

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

ECRCHS will communicate to all prospective and current parents/guardians and students that ECRCHS is a school of choice. All parents/guardians and students will be informed of their public school attendance alternatives during the enrollment process via email, newsletter, and/or phone calls home.

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## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)***

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)*

### GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017



Executive Director  
El Camino Real Charter High School  
5440 Valley Circle Boulevard  
Woodland Hills, CA 91367

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

#### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the

business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Executive Director  
El Camino Real Charter High School  
5440 Valley Circle Boulevard  
Woodland Hills, CA 91367

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

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## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)*

### REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.



Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Executive Director and the Chief Business Officer will serve as the Charter School's closure agents.

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## **ADDITIONAL PROVISIONS**

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### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**

- (i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material

amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above

\$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide

specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.



### Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### Audit and Inspection of Records

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Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

### Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year \_\_\_\_\_ implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

## ADDENDUM

### Assurances, Affirmations, and Declarations

El Camino Real Charter High (also referred to herein as “El Camino Real,” “ECRCHS” or “ECR” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the

pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

## **Element 1 – The Educational Program**

*"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(c)(5)(A)(i).)*

*"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(c)(5)(A)(ii).)*

*"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses*

*offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)*

#### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

#### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

#### **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

#### **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

#### **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

## **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

## **Use of District's Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

### **Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

*"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." (Ed. Code § 47605(c)(5)(B).)*

*"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." (Ed. Code § 47605(c)(5)(C).)*

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

## **STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations,



title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

#### **Element 4 – Governance**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)*

##### **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

##### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws

including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the charter school.”* (Ed. Code § 47605(c)(5)(E).)

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other

characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of

emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

### **ATHLETIC PROGRAMS**

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

## **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

## **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.



### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general*

*population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

### **Element 8 – Admission Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will

enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

## **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

## **Element 9 – Annual Financial Audits**

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)***

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year

- g. Classification Report – monthly according to Charter School’s Calendar
  - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

#### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

#### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If

a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

#### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.



## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### **Element 13 – Rights of District Employees**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

### **Element 14 – Mandatory Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)*

#### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

#### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Executive Director  
El Camino Real Charter High School  
5440 Valley Circle Boulevard  
Woodland Hills, CA 91367

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Executive Director  
El Camino Real Charter High School  
5440 Valley Circle Boulevard  
Woodland Hills, CA 91367

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or

e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

#### **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)*

#### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment



Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods

of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
  - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504

requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation



services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all High schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies,

renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

#### **FISCAL MATTERS**

##### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from

the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)