Environmental Charter
High School

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The mission of ECS is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

Our vision is that students are equipped with the knowledge and skills to graduate from college, inspired to discover their own sense of purpose and empowered to become quality stewards of their own communities.

STUDENT – PARENT/GUARDIAN HANDBOOK 2026-2027

The Board of Directors and/or the Executive Director reserve the right to amend this handbook. Parents/guardians will be given prompt notification if changes are made.

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- Kennedy Hilario, Member
- Herb Sims, Member
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INTRODUCTION

Welcome to Environmental Charter High School! You are part of an innovative and rigorous program designed to prepare you to meet your college and professional goals, and to be empowered in your role as a capable and quality steward of your community in pursuit of social justice. Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

ECHS is a college preparatory high school that is dedicated to cultivating conditions conducive to learning. Students are both challenged and supported to achieve at a high level in all of their courses. ECHS staff will work to tap into or help you discover your desire and determination to attend college and impact the world positively. The staff of ECHS will work hard with you to help you achieve your college and career goals.

ECHS implements five practices that may be different from some of your previous educational experiences.

1. First, ECHS is a small learning community designed to foster productive and healthy relationships between you and your teachers, and you and your peers.
2. Second, you will participate in an interdisciplinary academic learning environment, where you will make connections among various areas of study including language arts, social science, science, math, art, and the environment.
3. Third, your teaching staff is supported in ensuring that your learning is engaging and relevant to you.

4. Fourth, ECHS extends learning beyond the classroom walls and into the local environment. Throughout your high school career, you will take many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will deepen your classroom learning and provide you with real opportunities to practice what you learn in the classroom.
5. Finally, you will work with ECHS partners to investigate environmental issues and take action to make a measurable improvement in your local community.

Your active participation in these activities will ultimately sharpen your critical thinking, problem solving, and verbal communication skills. Each of these practices is designed to help you make connections between your life and the lives of people in your community, nation, and world.

ECHS is a non-profit organization. It was chartered by the Lawndale Elementary School District (LESD) as an independent public high school and approved by the State Board of Education in February 2001 as state charter number 353. It is also a member of the El Dorado Special Education Local Plan Area (SELPA) and is accredited by the Western Association of Schools and Colleges.

This handbook provides the basic guidelines that help the school operate smoothly and will assist you in developing your own potential.

Section 1: ACADEMIC PROGRAM AND POLICIES

MISSION

The mission of ECS is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

VISION

That students are equipped with the knowledge and skills to graduate from college, inspired to discover their own sense of purpose and empowered to become quality stewards of their own communities.

REQUIRED ANNUAL NOTIFICATIONS

California law requires ECS to give families a set of annual notices at the beginning of each school year and to obtain a signed acknowledgment of receipt. Those notices are delivered in the Required Annual Notifications 2026-27 packet, which may be reviewed and signed electronically.

Topics covered there and not repeated in full here include the full text of Education Code 48205 on excused absences, confidential medical services, instruction for students with temporary disabilities, physical examinations and screenings, surveys, confidentiality of medical information, pesticide products, extended school year services, the Migrant Education Program, coursework and graduation rights for children of military families and students from juvenile court schools, career counseling and course selection, the California College Guidance Initiative, the California High School Proficiency Examination, Cal Grant grade point average submission, federal and state financial aid including the California Dream Act, retroactive diplomas for departed and deported students, rights of victims of violent crime, and the parent rights enumerated in Education Code 51101.

Your signature on the separate Annual Acknowledgment of Receipt confirms receipt of both the annual notices and this handbook, including the discipline procedures, suicide prevention policy, and school safety information it contains. Paper copies of either document are available on request from the Main Office.

Schoolwide Learner Outcomes

ECHS' Schoolwide Learner Outcomes for all students are:

- **Critical Reasoners**: Our students investigate, hypothesize, analyze, evaluate, self-reflect & synthesize.
- **Collaborative Communicators:** Our students are effective listeners, readers, writers & speakers across media of the 21st century.
- **Creative Contributors**: Our students are addressing & finding solutions to environmental, political, economic & cultural challenges in the local & global community.

Graduation Requirements

English (40 units)	• English 9 • English 10/Honors English 10 • English 11/ AP English 11 English 12	Mathematics (30 units; must include an Algebra 1, Geometry, Algebra 2 equivalent)	• Integrated Math 1 • Integrated Math 2 • Integrated Math 3 • Accelerated Math 9 • Accelerated Math 10 • Honors Pre-Calculus • Pre-Calculus • AP Calculus or Calculus
Lab Science (20 units)	• Biology (required) • Chemistry (required) • Physics AP Environmental Science	Language Other than English (20 units)	• Spanish 1 or Natives 1 • Spanish 2 or Natives 2 Spanish 3, AP Spanish Language or AP Spanish Literature
Social Science (30 units)	• World History • AP World History • United States History or AP United States History Government/Economics	Visual & Performing Art (10 units)	Art
College Preparatory Electives (20 units)	• Environmental Science • Ethnic Studies • Green Ambassadors • Additional Year of Science • Additional Year of Math • Additional Year of Foreign Language • Other UC-Approved Elective (AP Class or Community College Class) Critical Reading	Other Electives (59 units)	• Advisory • After-school electives • College Prep • Senior seminar • Physical Education • Advanced Art • Other Electives Internship Seminar

Additional Requirements:	• Complete and pass Senior Thesis Paper Complete and pass Senior Presentation	10 units = 1 year-long course * = Recommended Course
Total Units Required = 239	Students must enroll in the most challenging course load available to them.	

College Admission Requirements and Career Technical Education. A separate one-page notice describing college admission requirements, the University of California and California State University A-G course requirements, career technical education at ECHS-Lawndale, and how to meet with a Counselor to plan a course sequence is provided in the Required Annual Notifications 2026-27. Your school Counselor can help your student choose courses that meet college admission requirements, enroll in career technical education courses, or both.

GRADUATION PARTICIPATION AND CEREMONY

ECHS-Lawndale will allow all currently enrolled students to participate in graduation ceremonies if they have completed all of ECHS-Lawndale's graduation requirements by **4:00pm on Friday June 4th, 2027.**

Students must complete the following requirements:

- Completion of all A-G requirements with a total of 239 credits
- Completion of the Senior Thesis and Presentation
- Apply to at least 4 colleges/universities
- Apply to the FAFSA
- Students must have no more than 3 referrals for the school year.
- Have an attendance rate of 90% or higher.

Students will regularly review their progress towards completing the requirements in their advisory class. During student-led conferences, students will share current progress with their families. Students not on track to meet graduation requirements will create an action plan in preparation for their Q4 student led conference. This action plan will be the anchor for their appeal process.

Students that do not meet culmination requirements will be required to go through an appeal process. During this appeal process students will be required to submit a reflection, communicate progress on their action plan and present to a panel of teachers, school leaders and their family.

COUNSELING SERVICES

ECHS-Lawndale has a Counseling Services team of four , three school Counselors and a Social Worker , who support students' mental health and well-being. Students, teachers or parents/guardians may refer students to a counselor. School Counselors primarily handle academic and college counseling, and each covers more than one grade level; our Social Worker supports attendance and provides community-based resources. Additionally, each student will be assigned a

faculty advisor upon entry to ECHS-Lawndale that they will stay with for several years during high school. Advisors help each student discover their goals and choose a learning path. See section on Advisory for more information.

In addition to your Advisor, ECHS-Lawndale collaborates with several community-based marriage/family therapists, psychologists and clinical social workers. As needed, students may be recommended for care from an outside mental health agency depending on need. To receive these services, ECHS-Lawndale staff members and/or families can refer the student. Parents/guardians will be notified and written permission will be secured prior to the student receiving these services.

To initiate access to available student mental health services at school or in the community, contact the Main Office or a school Counselor. ECS provides this information at least twice per school year. A student who is 12 years of age or older may consent to outpatient mental health treatment or counseling services under the conditions set out in Family Code 6924, and students covered by Medi-Cal have the same right to consent as students who do not rely on Medi-Cal.

SPECIAL EDUCATION, SECTION 504, AND CHILD FIND

ECHS-Lawndale has an ongoing obligation to identify, locate, and evaluate all students who may have a disability and need special education or related services, regardless of the severity of the disability. This obligation extends to students advancing from grade to grade, students experiencing homelessness, students in foster care, and students suspected of having a disability even if they are not failing academically.

A parent, guardian, teacher, or other service provider may make a written request for an assessment at any time. ECHS-Lawndale will respond in writing within 15 calendar days with either a proposed assessment plan or an explanation of why an assessment is not proposed. If you consent to an assessment, the school will complete it and hold an individualized education program meeting within 60 days of receiving your written consent, excluding school vacations of more than five days. Parents are required members of the IEP team, and a notice of parent rights and procedural safeguards is provided at every IEP meeting and on request. ECS is a member of the El Dorado Charter SELPA.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability. A student who has a physical or mental impairment that substantially limits one or more major life activities is entitled to a free appropriate public education, which may include regular or special education and related aids and services. Parents have the right to notice, to examine relevant records, to an impartial hearing with the opportunity for participation by counsel, and to a review procedure. A student with a disability whose IEP provides for assistive technology is entitled to use that device or service, and where the IEP team determines continued access is necessary, a device may be used at home or in another setting outside school under a limited loan agreement.

To request an assessment or ask questions about special education, contact David Jonas, Special Education Coordinator, at david_jonas@ecsonline.org or the main office at (310) 214-3400.

SUICIDE PREVENTION AND INTERVENTION

Suicide is a major cause of death among youth. Our staff are trained to recognize the risk factors and warning signs of suicide and will refer out to our counseling department. Our counseling department staff are trained to assess for suicidal ideation to determine the risk levels and provide mental health support. All students that demonstrate signs of suicide/self-harm will be assessed for suicidal ideation, parents will be informed of the suicide assessment, the risk levels, the mental health support ECS provides, and next steps.

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are there for them and will listen. If you need IMMEDIATE assistance due to a life threatening situation, call 911. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800)

854-7771. The 988 Suicide and Crisis Lifeline is available 24 hours a day by calling or texting 988. There is also a Crisis Text Line, which can be accessed by texting HOME to 741741. Our suicide prevention policy is available in the office. You may also access the policy here.

FIELD TRIPS

DAY TIME FIELD TRIPS

Throughout the school year, the students will take many trips. These trips are a part of the ECHS' interdisciplinary curriculum and may include walking trips, trips by private or school vehicles, buses or public transportation. Participation is required as these are important learning experiences and part of the curriculum. Only excused absences are permitted.

Field Trip Forms are completed at the beginning of each year as part of the enrollment packet. For field trips that happen within a class period, teachers do not send home separate trip slips or call home for each individual field trip. Signing the form indicates you have granted your student permission to participate in advisory and classroom activities throughout the year. For field trips extending beyond a single day, a permission slip must be signed, even if the student is 18 years of age or older.

OVERNIGHT & GRADE-LEVEL FIELD TRIPS

At each grade level, students may be offered the opportunity to go on extended overnight field trips. These trips are dependent on annual availability of funding and on support from family donations.

- 9thGRADE: Catalina Island
- 10th - 12th GRADE: Camping locations change year to year

Additional release forms will be required for these trips. These trips are a mandatory and integrated part of the school curriculum. Exemptions to this rule must be requested by parents/guardians in writing and are subject to approval by the Principal under very special circumstances. Otherwise, students are expected to attend the trips, as they are part of the school's curriculum. The student attendance policy and procedures still apply for all students, including seniors during senior week.

Students who violate any school policy may receive an SRC, be recommended for suspension or expulsion depending on the type of violation, and may lose his/her privilege to participate in any future overnight field trips.

FIELD TRIP & EXTRA-CURRICULAR DONATION

ECHS students take many field trips each year and ECHS offers many after school extracurricular activities. Our field trips and outdoor education trips are a valuable part of the ECHS experience and come at a significant cost. If your family is able we welcome small contributions to help make these opportunities accessible for all students.

ADVISORY

ECHS-Lawndale seeks to foster a sense of community from day one. Therefore, students are placed into grade level advisory classes that meet weekly where advisors help each student discover their goals and learning path by providing academic guidance throughout the student's high school career. The aim of this advisory program is to create strong advisor-student-family relationships during the educational experience at ECHS-Lawndale. Each student's advisor also serves as the primary link between the family and the school. Each student reviews their academic performance with this teacher. The advisor will also send home a progress report every 4-5 weeks , which must be signed by the

parents/guardians and returned back to the advisory teacher as required by the advisory teacher. Note: The only time a student would be reassigned to a different advisory is when that student is retained and re-assigned to the correct grade level.

SUSTAINABILITY SPECIALIST PRE-APPRENTICESHIP PROGRAM

Every student who successfully completes the 9th grade Environmental Science course concurrently completes the Sustainability Specialist Pre-Apprenticeship Program, a U.S. Department of Labor approved program recognized at both the state and national level.

A pre-apprenticeship is a structured training program that prepares students with the foundational skills, knowledge, and workplace exposure needed to enter a registered apprenticeship. It is not paid, on-the-job employment like a full apprenticeship; rather, it builds the readiness students need to compete for and succeed in one. (For example, a student might spend a semester learning basic project management, data literacy, and judgement and decision-making skils..)

Through the Sustainability Specialist Pre-Apprenticeship, students:

- Build foundational knowledge and skills in sustainability-related work
- Earn hours that count toward the full Sustainability Specialist Apprenticeship
- Become eligible, in their junior year, to apply for the full Sustainability Specialist Apprenticeship, a competitive opportunity where students earn on-the-job wages while continuing to build their skills

ENVIRONMENTAL LEADERSHIP PATHWAY (ELP)

The Environmental Leadership Pathway extends the mission of Environmental Charter Schools by preparing students to become environmental leaders. Through dual enrollment, internships, career exploration, and authentic learning experiences, students discover that every career is a green career and graduate with the confidence, skills, and leadership to create positive change in their communities and beyond.

Students may apply to the Pathway during the spring semester of their freshman year. Selected students will:

- Complete 14 units of dual enrollment coursework, through community college partnerships courses, that may be in person at ECHS's campus or online.
-
- Complete an internship to gain real-world, hands-on experience
- Earn two stackable Certificates of Achievement from West Los Angeles College's Climate Change & Environmental Studies program, which provides local, regional, and global perspectives on climate change issues

ON-SITE WORK EXPERIENCE / INTERNSHIP PROGRAMS

ECS offers two distinct on-site work experience programs: **Horticulture** and the **Climate Action Pathways for Schools (CAPS) Sustainability Specialist Intern Program**. Both give students hands-on, workplace-based learning that builds toward their ability to gain experience necessary for a green job. .

An internship differs from an apprenticeship in scope and structure: internships are typically shorter, exploratory

experiences that let a student sample a career field, while an apprenticeship is a longer, structured, Department of Labor–recognized training model that combines paid on-the-job hours with related instruction and leads to a nationally recognized credential. ECS's internship programs are designed to give students real workplace experience now, while building hours and skills that will help them secure future jobs.

Both internship programs share the same structure:

- Each program begins with training before the school year starts
- Students must simultaneously enroll in the West Los Angeles College one-unit Work Experience course, an 18-hour semester course
- Students complete approximately 54 hours of on-the-job training at their worksite per semester

The two intern programs differ because Students in the CAPS Sustainability Specialist Intern Program earn additional on-the-job training hours that count toward the Sustainability Specialist Apprenticeship, giving them an additional head start toward eligibility to apply in the spring of their junior year. Students in Horticulture have opportunities to bring their expertise to other community and education spaces.

SERVICE LEARNING (COMMUNITY SERVICE) - NOT ACTIVE FOR 26-27 School Year

ECHS' vision statement says that ECHS graduates will be quality stewards of their community. A steward is a person who contributes and gives back to his/her community. To help students practice these skills, ECHS requires students to complete two community service hours per month, 20 per year and 80 to graduate. Students may not graduate without these community service hours. Community service hours can be earned in many ways. A calendar of volunteer opportunities often is published in the office, special events are announced in the bulletin, and students may find their own volunteer or service opportunities. Activities are sometimes available during breaks, lunch, after school and weekends. The following are the Community Service rules and requirements:

- Community service must positively impact the community, the school, the environment or a group of people.
- Community Service should take place outside of the school day and outside of your graded assignments (green teachers and student council, etc. don't count). In some cases community service can be done to benefit the school. For example, tending the garden, recycling program, tutoring other students.
- Community service must be done outside of the immediate family (no babysitting younger brother, etc.) and must be for organizations, not individual people. Seek non-profit, governmental or religious organizations that positively impact the community, the school, the environment or a group of people.
- Any community service conducted outside of the opportunities listed on the ECHS website or in the main office must be approved by the student's advisory teacher or an administrator. Students may gain this approval by filling out a Community Service Approval Form, available in the main office.
- It is encouraged that students take part in long term (several months) and various short-term community service opportunities.
- Community service may be done over the summer or other vacations.

- Community service hours are checked by the Advisory teacher of each student on a monthly basis.

ELECTIVES

ECHS offers a variety of electives each year including academic, athletic, and enrichment classes. The electives serve to further ECHS' vision of inspiring students to discover their own sense of purpose. Most 9th and 10th grade students take an assigned elective; for example, students will take College Prep and Ethnic Studies as 9th graders and Green Ambassadors as 10th graders. Many 11th and 12th grade students elect to take a variety of additional electives including after school electives, community college electives and/or an internship during his/her/their elective period.

Note: Community colleges offer a large selection of transferable courses including art, athletics, and academic courses. To enroll in a community college course not only must a student meet the community college requirements for enrollment, the student must receive recommendation from school administration to enroll in a community college class. The principal or his/her designee will consider the student's historical academic performance and current performance, behavior record, and attendance in making a determination as to whether to recommend the student for enrollment in a community college class. In addition to elective scheduling, students may petition the principal or his/her designee to exchange an ECHS course for a community college course if the student meets the requisites of eligibility as listed above. Exchange will be granted based on principal or counselor discretion.

By law, community colleges reserve the right to restrict K-12 enrollment based on any of the following: age, grade, academic preparation, seat availability or registration priority. Please check with the applicable community college for their specific concurrent enrollment policy. Generally, 9th and 10th grade students attempting to make up a deficient grade with a community college class will be denied.

The community college will grant college credit for completed coursework. It is within ECHS' discretion to grant high school credit for completed community college coursework. See section on IX Transfer Grades.

ACADEMIC POLICIES

I. ACADEMIC RIGOR IN SCHEDULING

Students are automatically scheduled into the most rigorous course load offered at ECHS, even when the minimum graduation requirements have been met. Allowable exceptions:

1. If a student's IEP has modified the student's graduation requirements or requires small group instruction;
2. If a student has met the minimum requirement with grades of C or better, he or she may petition the Principal to exchange an ECHS course exceeding the minimum requirements for a UC/CSU transferable course offered at a community college. This enables advanced students to pursue college-level courses in the disciplines not offered at ECHS.
3. Some exceptions can be made based on individual needs and/or circumstances after approval from the counselor and/or Principal.

II. RETENTION POLICY

FULL RETENTION: In order to be promoted to the next grade level, students must have at least the number of credits listed below at the end of each grade level:

- Freshman year: 50 credits
- Sophomore year: 120 credits
- Junior year: 180 credits

Students who fail to achieve the necessary number of credits will be retained. However, they do not have to repeat classes in which they have received passing grades.

NOT ON TRACK FOR GRADUATION: Students who have earned at least 1 F but do not meet the criteria for full

retention will be promoted to the next grade, but will receive the status of "Not on Track for Graduation."

These students must repeat classes in which they have received a D or an F and should anticipate a "5thYear"of

high school work. A 5th year may occur after senior year or could be potentially made up through a

Combination of night, summer and online courses in addition to their regular class load, subject to availability.

Please note: Students cannot be enrolled concurrently in two separate levels of math, and must pass three full years of math in order to graduate.

Either of these determinations may be appealed and overridden by the permission of the teachers involved, parent/guardian and principal. If a student fails both semesters of one grade level of English, the student may be required to repeat the entire grade level.

III. DUAL ENROLLMENT CREDIT TRANSFER POLICIES

DUAL ENROLLMENT IN COMMUNITY COLLEGE

Community colleges offer a large selection of transferable courses including art, athletics, and academic courses. To enroll in a community college course a student must meet the community college requirements for enrollment and receive a recommendation from school administration to enroll in a community college class. The principal or their designee will consider the student's historical academic performance and current performance, behavior record, and attendance in making a determination as to whether to recommend the student for enrollment in a community college class. In addition to elective scheduling, students may petition the Principal or Assistant Principal to exchange an ECHS-Gardena course for a community college course if the student meets the requisites of eligibility as listed above.

Exchange will be granted based on principal or counselor discretion. The counselor will be the first point of contact for any student who is interested in reviewing or receiving a recommendation to take courses outside of ECHS-G.

By law, community colleges reserve the right to restrict K-12 enrollment based on any of the following: age, grade, academic preparation, seat availability or registration priority. Please check with the applicable community college for their specific concurrent enrollment policy. Generally, 9th and 10th grade students attempting to make up a deficient grade with a community college class will be denied.

The community college will grant college credit for completed coursework. It is within ECHS-Gardena's discretion to grant high school credit for completed community college coursework. See section on IX Transfer Grades.

For all dual enrollment options described below, students must remain enrolled in ECHS-Gardena programming for an average of 240 minutes per school day.

DUAL ENROLLMENT COURSE ELIGIBILITY POLICY

To ensure students take advantage of the school's most rigorous academic offerings, students may enroll in dual enrollment courses only when the school does not offer an equivalent Honors or Advanced Placement (AP) course in the same subject area.

If an Honors or AP version of a course is available through the school, students are expected to enroll in the school's course rather than the equivalent dual enrollment course. Exceptions may be granted only through administrative approval based on documented educational need or scheduling circumstances.

Online dual enrollment courses are available to students in any grade level, provided they meet the eligibility requirements outlined above. In-person dual enrollment courses offered outside of the regular school day, such as evenings, weekends or times after school are available to students in any grade level, upon meeting all college and school's eligibility requirements.

Only 11th and 12th grade students may enroll in in-person dual enrollment courses that meet during the regular school day. Enrollment in these courses is permitted only when they replace a student's elective course not scheduled between periods.

FOREIGN LANGUAGE DUAL ENROLLMENT POLICY

Students who complete a dual enrollment foreign language course will receive one year of high school foreign language credit for each approved college course determined to be equivalent to one year of high school. However, dual enrollment foreign language coursework does not reduce the school's graduation requirement. Students are still required to complete three years of foreign language coursework to satisfy the school's graduation requirements.

DUAL ENROLLMENT CREDIT TRANSFER POLICY

Students who successfully complete approved dual enrollment coursework will receive high school credit according to the following guidelines:

A–G Subject Area Courses
A dual enrollment course that is used to satisfy an outstanding A–G graduation requirement will be awarded 10 high school credits.

Of the 10 credits awarded:
- 5 credits will receive a letter grade and be calculated into the student's cumulative GPA.

- 5 additional credits will be recorded as pass credit only and will not be included in GPA calculations.

All Other Dual Enrollment Courses
If the applicable A–G requirement has already been completed prior to taking the dual enrollment course, the course will be awarded 5 high school credits only, and only those 5 credits will receive a letter grade and be included in the student's GPA.

One and two unit college courses will transfer as 5 units of high school elective credit on a 4.0 GPA scale (i.e., these courses will not receive a GPA boost). This includes one unit work experience courses completed through ECHS partnered internships (e.g., CAPS, Horticulture).

IV. MAKING UP CLASSES

If a student does not receive a C or better in an A-G course during any semester, he or she must repeat that class.

ECHS offers a limited number of summer school classes. If ECHS does not offer the classes a student needs to take, the student may need to enroll in summer school classes at his/her home school district prior to the home school district deadlines. ECHS Summer School registration occurs in the spring semester. It is the family's responsibility to enroll their student in the needed classes.

Other options for making up classes may include accredited online courses, SCROC, community colleges, accredited community adult schools and high schools, or independent study at ECHS. Please check with your counselor or administrator before enrolling to be sure that the student is enrolling in appropriate courses that are UC-approved.

V. STUDENTS OFF-TRACK IN FLOW CLASSES

If a student is unable to take a required class at ECHS due to "falling off-track" in a flow sequence class, they must enroll in an equivalent course at an accredited adult education school, accredited high school, community college, or an accredited on-line program, during the school year. When a student produces proof of registration in an equivalent course, the student may qualify to select an elective (when not deficient in other credits or courses and with Principal approval). A Student who does not complete the required class on the prescribed timeline may be retained and may jeopardize their enrollment status.

VI. GRADING SCALE

ECHS does not give "D" grades. The grade scale is composed of A, B, C, and F. Some elective courses use a Pass/Fail or Pass/No Credit grade scale. Students with IEP-mandated accommodations of a D scale are the only exceptions to this policy.

ECHS uses a 1-4 proficiency scale to communicate students' levels of achievement/performance. Scores are broken down below:

- Score 4 = The student exceeds grade level proficiency and is working toward or has achieved mastery on CA common core standards.
- Score 3.5 = In addition to 3.0 performance, partial success at score 4.0 content
- Score 3 = The student meets grade level proficiency based on CA common core standards.
- Score 2.5 = No major errors or omissions regarding 2.0 content & partial success at 3.0 content
- Score 2 = The student is approaching grade level proficiency on CA common core standards.
- Score 1.5 = Partial success at 2.0 content, & major errors or omissions regarding 3.0 content
- Score 1 = The student is not meeting grade level proficiency on CA common core standards.

- Score 0 = Even with help the student is not achieving success or is not completing grade level work.

VII. INCOMPLETE GRADES

A teacher may determine that a student shall have more time to complete required coursework due to an extended illness, death or illness in the family, or other reason deemed to be of an extenuating nature. The teacher may assign the student an Incomplete ("I"), with a deadline to make up the assigned work. Upon completion of the assigned work or by the deadline, the teacher will submit a grade change form to officially change the "I" to a letter grade. If a student does not complete the work by the deadline, they risk failing the class.

VIII. INDEPENDENT STUDY

The purpose of independent study is to provide an alternative education program and setting for students who are unable to participate in in-person instruction.
Independent Study is:

- Designed to teach the knowledge and skills of the core curriculum
- Available to eligible students in grades 9-12
- An alternative to classroom instruction; not an alternative curriculum
- Operated under the guidelines established in a written agreement signed by student and parent
- Voluntary

Independent Study is for:

- Students who must miss school due to verified illness, mental health diagnoses impairing success in school, serious family emergency or required extended travel
- Students who are able to work independently
- Families who are able to provide support and supervision for students' independent learning

In 2026-27, ECS will offer two Independent Study options:

	Short-Term Independent Study	Long-Term Independent Study
Who is eligible?	Any student who must miss school due to verified illness, mental health diagnoses impairing success in school, serious family emergency or required extended travel. Program entry will be limited by available school staff capacity.	Any student who has already completed the maximum 15 days of Short-Term Independent Study and must miss more consecutive days of school for the same approved reason in the initial course of Short-Term Independent Study.
What does it look like?	• Student receives access to all coursework through Google Classroom • Student completes coursework independently • Student submits coursework via Google Classroom • Student contacts Supervising Teacher with questions about coursework • Student receives feedback and grades via PowerSchool	Same as Short-Term Independent Study, plus additional features listed below: • Weekly synchronous instruction
How long does it last?	Up to 15 total days of school throughout the school year	More than 15 total days of school throughout the school year

How do I enroll my child?	Contact the main office at your child's school to learn more and schedule an optional Independent Study Plan conference. Prior to enrollment in this program, parents/guardians have the right to request a student-parent-educator conference.	Contact the main office at your child's school to learn more. Prior to enrollment, the ISP Team will develop an ISP Conference agenda and evaluate the student's academic progress and engagement on short-term ISP. If the team determines that the student is making sufficient academic progress on ISP, a Long-Term ISP Conference will be scheduled with parent, student, Social Worker, AP of Instruction, IEP/504/ELD Coordinator, and Principal.

Independent study is voluntary and is an optional instructional strategy. No student may be required to participate. Short-term independent study covers 15 school days or fewer; the written master agreement may be signed at any time during the school year. Long-term independent study covers 16 school days or more; the written agreement must be signed before long-term independent study begins. Every agreement states the expectations of the student, the parent or guardian, and the supervising certificated teacher. A student with an individualized education program may participate in independent study only if the IEP specifically provides for it, and a student with a disability will receive the services and accommodations needed for equitable access. A student participating in independent study retains the same rights and access to school services as a student enrolled in in-person instruction. ECHS-Gardena will return a student to in-person instruction within five instructional days of a written request from the parent or guardian. The Independent Study Master Agreement is a separate document requiring its own signature.

IX. COURSE CREDIT FOR STUDENT DIRECTED STUDIES

ECHS will award course credit for students who successfully complete an unpaid/paid, supervised internship or field study if the following protocol is followed:

- Student completes an ECHS approved internship or field study, or the student submits a written proposal to the Internship Coordinator/Assistant Principal of Student Culture and Counseling/Administrator that outlines the educational objectives of the internship or study, examples of the activities to be performed, demonstration of how the project will lead to competency of at least two SLOs, the duration of the internship or study, the culminating project, the name and contact information of supervisor, and the proposed number of units to be awarded.
- Note that ECHS works with a variety of partners to offer students a variety of internships. Internships could include opportunities with local business, nonprofits and government agencies. In the past ECHS students have completed internships with organizations like The Nature Conservancy, Heal the Bay, Mattel, Academy of Business Leadership, the City of Lawndale, Surf Academy, Northrop Grumman, SeaLab, ECHS, and many more.
- To determine the course credits of the directed studies, the following guidelines should be used: 15– 29 total hours = 1 unit; 30–44 total hours = 2 units; 45-59 total hours = 3 units; 60-74 total hours = 4 units; 75-89 = 5 units; 90-104 total hours = 6 units; 105-119 total hours = 7 units; 120–134 total hours = 8 units; 135-149 = 9 units; 150 or more total hours = 10 units.
- The Internship Coordinator/Assistant Principal of Student Culture and Counseling will provide a written approval of the proposal or provide feedback about the reasons for the proposal not being approved. The student may re-submit the proposal once after making any necessary revisions.
- Upon completion of the internship, the student will submit the culminating project to the Internship Coordinator/Assistant Principal of Student Culture and Counseling/Administrator , as outlined in the proposal and written verification of the total number of hours completed, signed by the approved supervisor. Examples of culminating projects include: an oral presentation to be delivered to students or staff, a reflective essay, service project to benefit the sponsoring organization, or a visual reflection of the experience (video, website, informational brochure, etc.).
- The Internship Coordinator/Assistant Principal of Student Culture and Counseling/Administrator will verify that all

requirements have been met and will submit a grade request form to the main office to be entered on PowerSchool. The credit will count as elective credit, unless otherwise agreed to in the proposal.

X. TRANSFER GRADES

Completed coursework from other schools will be accepted for credit at ECHS if the following criteria are met: ● The course meets equivalent standards of the ECHS course. (UC-approved courses can only be made up by equivalent UC-approved courses.)

● The student must provide ECHS with an official transcript before credit will be awarded.

● If the student intends to take ECHS required classes at a community college, the course must be approved by an ECHS administrator prior to enrollment to ensure the equivalency of the college class. See section J regarding electives.

● If a student transfers from another school mid-semester, his or her transfer grades for courses currently in progress will be factored into the equivalent ECHS courses, as the ECHS instructor deems appropriate. ● ECHS may assign partial credit for courses in progress at the previous school that are not offered at ECHS. ● Similarly, ECHS may award partial credit for courses that a student enrolls in mid-semester in which the student was not previously enrolled at the previous school. This will be at the discretion of the Principal or designee. The ECS Board of Directors will hear all appeals.

● Transfer grades will be added to the student's transcript but will not replace the grades previously earned.

XI. EL REDESIGNATION POLICY

An English Learner (EL) is defined as a student whose first language was a language other than English, who speaks a language other than English at home, and who has not previously been identified as "Initially Fluent English Proficient (I-FEP)" or "Redesignated Fluent English Proficient (R-FEP)." Students who are identified as English Learners will receive designated ELD services through placement in an ELD class in addition to their core English class as well as push-in support in their general education classes.

Each English Learner who meets the established multiple redesignation criteria is reclassified as fluent English Proficient (R-FEP). As part of the redesignation process, we will gather parent and staff input to support students' eligibility for redesignation.

If your student is assessed for English language proficiency, you will be notified no later than 30 days after the start of the school year of your student's results, program placement options, and the reclassification criteria described above. The notification will also state whether your student is identified as a long-term English learner or is at risk of becoming one, how the English language development program will meet their educational needs, and how it will help them develop English proficiency and meet age-appropriate academic standards. You have the right to decline or opt your student out of a program or particular services, and to select among available program options.

XII. 12th GRADE INCENTIVE POLICY

As students demonstrate their ability to achieve academic success and strong attendance, they can earn additional incentives.

● Beginning November, seniors with a 3.2 cumulative weighted GPA at the beginning of their 12th grade year are eligible for free dress every day.

● Additionally, seniors with a 3.5 cumulative weighted GPA at the beginning of their senior year may be issued an off-campus pass (for lunch) provided the rules to secure the off campus pass are followed. Students cannot be on the chronic tardy or absence list to receive this incentive.

● Senior Activities such as Prom, Outdoor Education Trip, Grad Nite, and/or other Senior Week events.

Parents/guardians must sign an off campus policy contract and/or free-dress contract in the front office in front of the school Principal or designee.

Any of the above incentives can be revoked for any of the following reasons:

- Failure to pass a senior A-G course
- Chronic tardies/absences/truancy
- SRC and/or behavior contract

However, students who start the year with an SRC (not including academic dishonesty SRCs from prior years) will not be allowed additional incentives. Should a student receive an SRC at any time during their 12th grade year, these additional incentives will be revoked immediately.

Students who are ineligible for senior activities by the end of second semester have the option to go through an appeals process to earn privileges back. These students will complete a form and participate in an interview with a counselor, the dean, and the principal. Then it will be determined whether or not the student has completed the necessary repairs to join in these activities.

All seniors must have fewer than 5 unexcused absences in the 2026/2027 school-year in order to fulfill the attendance requirement for their academics. If a senior exceeds this limit an appeal will need to be conducted by the student to the attendance review committee in order to participate in graduation/senior festivities and keep their off campus pass and free dress.

Seniors with 5 or more unexcused absences must be prepared to demonstrate proof of extenuating circumstances and teacher guidelines regarding submitting any late work or making up for any missing work while absent.

Students who are tardy or absent totaling 10% or more days of excused or unexcused absence from school or who fall below the cumulative GPA requirement at semester will have their off campus pass revoked immediately and, if necessary, will be scheduled into a 1st or 7th period class.

If ECHS receives one complaint from any of the community neighbors about student's behavior, the pass(es) will be revoked. If students with these privileges disrupt the learning environment at ECHS, the pass(es) will be revoked.

To receive a pass, the student must have a valid school id, and must check with ECHS security before leaving campus to show both ID and pass.

To earn or maintain incentives, student must have:
- Satisfactory attendance (see above)
- Demonstrated GPA requirement
- Must wear his/her student ID on the provided lanyard with the relevant sticker visibly displayed around their neck.
- Must be on track with ECHS graduation requirements

Administration has full discretion to disallow these incentives after review of a student record. An SRC will result in the revocation of a student's freedoms. For more information regarding this, see section 2. Administrative Procedures: D. Off Campus Passes.

XIII. HONORS & AP POLICY

ECHS recognizes academic achievement for students throughout their high school careers. Students who earn GPAs of 3.5 or higher in that semester's coursework and have no Fs during that time are recognized as qualifying for the High Honor Roll. Students who earn GPAs of 3.0-3.49 in that semester's coursework and have no Fs during that time are recognized as qualifying for the Honor Roll. GPAs do not round up, i.e. a 2.99 does not round up to a 3.0.

Graduating students who earn particular GPAs at the end of their high school program shall be recognized with honors based on specific cumulative weighted GPA ranges.
- Cumulative GPA 3.0 – 3.49 for 8 full semesters: Honors Graduate (stoll)
- Cumulative GPA 3.5 or higher for 8 full semesters: High Honors Graduate (sash)

Academic honors recognition will also be given to graduating students who have had an honors or high honors distinctions all eight semesters of their high school career (medal).

At ECHS, we are proud to offer a variety of rigorous Advanced Placement (AP) courses to challenge and prepare our students for college-level learning. We are committed to equity and cover the full cost of AP exams so that all students have access to these opportunities. If your family is able to contribute toward the cost of exams, we welcome your support. Please note: if a student enrolls in an AP course but does not show up to take the corresponding AP exam, we will request reimbursement from the family for the cost of the unused exam.

XIV. ADD/DROP POLICY

ECHS believes that all students should strive to achieve their full potential. All ECHS students are required to take the most rigorous course schedule available to them. However, we understand that sometimes schedule changes need to happen to best serve students and address their academic needs.

All schedule change requests must be submitted to counselors by:

- 4:00pm on Monday, August 24, 2026 for semester 1
- 4:00pm on Friday, January 15, 2026 for semester 2

Any schedule changes moving to/from an advanced-level course, i.e., native Spanish to/from non-native Spanish, AP to/from non-AP, etc., must be requested by:

- 4:00pm on Monday, September 28, 2026.

Schedule change requests are not guaranteed.

XV. POWERSCHOOL

Parents/guardians may follow their student's progress more closely by checking the student's attendance, homework, grades, test scores online 24 hours a day through PowerSchool on the internet. PowerSchool helps parents/guardians track their student's progress. If there is internet access at home or at work, parents/guardians can view their student's attendance, grades, assignments, progress towards graduation and behavior in all of his/her classes at any time. Parents/guardians also may email teachers directly from PowerSchool. They also may come into ECHS' office to receive a printout.

To access a student's information on the internet, you will need the following information:

1. The website location: https://echsonline.powerschool.com/public/home.html
2. Parent/Guardian Username
3. Parent/Guardian Password

This information is distributed to parents/guardians on the first day of school by advisors. It is also available in person in the main office.

XVI. CONTACTING PARENTS/GUARDIANS BY TELEPHONE

ECHS encourages its staff members to call home throughout the semester to inform parents/guardians of school events and to discuss specific issues regarding individual students. The school also uses an automated system to call when a student is marked absent or tardy or to remind parents/guardians of schedule changes, holidays, or other important announcements. ECHS also uses a texting platform to notify parents and families of important announcements.

Parents/guardians should make sure to provide the office with the phone number that is best for receiving such calls. When possible, it is suggested that parents/guardians use their cell phones. Should a parent/guardian wish to change this contact number during the school year, please provide the office with the change in writing.

XVII. CONTACTING TEACHERS BY EMAIL

All teachers and staff members have email accounts where they can be easily contacted. Parents/guardians students can refer to the staff roster, click on the teacher's name on the student's web page in PowerSchool, or refer to the Our Team tab on the ECHS website (http://echslawndale.org/). Parents/guardians can also contact teachers by leaving a message with the main office. Parents/guardians can request a conference with their student's teachers by contacting them directly or by requesting a meeting through the student's advisor. Teachers/staff have at least 48 hours to respond to student/parent/guardian communications/requests.

XVIII. PROGRESS REPORTS & PARENT/GUARDIAN CONFERENCES

Advisors provide each student with a regular progress report once a month. ECHS progress reports must be signed by a parent/guardian and returned to the college prep teacher. Official progress reports are distributed at parent/guardian + grade-level conferences held at the midpoint in each semester.

XIX. PARENT PARTICIPATION

ECHS encourages parent/guardian participation. Parents/guardians are encouraged to take part in meetings, field-trips or by volunteering their time for campus events. There are several important meetings and community events for parent/guardian participation:

1. Parent/guardian Workshops
2. Board Meetings
3. Parent/guardian Conferences
4. Back to School Night
5. Intersession Community Forum (last Friday of Intersession term)
6. Staff Appreciation Week
7. Financial Literacy Workshops
8. Health & Wellness Workshops
9. Field Trips & Outdoor Education Experiences
10. Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC)

Parents/guardians are also encouraged to attend their student's classes or to volunteer at school or school events. Contact the main office or your student's teachers for ideas.

XX. TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

On request, ECS will provide information about the professional qualifications of your student's teachers and paraprofessionals, including teacher licensing and state qualification criteria, grade and subject certifications, whether the teacher is teaching under an emergency or provisional credential, the teacher's degree major and any graduate certifications and field of discipline, and the qualifications of any paraprofessional providing services to your student. To request this information, contact Sarah Jamieson, Director of Human Resources at sarah_jamieson@ecsonline.org or 310-874-9441.

XXI. Your Rights to Information

Education Code 51101 gives you the right, within a reasonable period after making a request, to observe your student's classroom, to meet with your student's teachers and the principal, to volunteer time and resources, to be notified promptly if your student is absent without permission, to receive the results of your student's performance on standardized tests and information on school performance, to have a safe and supportive school environment, to examine the curriculum materials of your student's class, to be informed of your student's academic progress and whom to contact about it, to access your student's records, to receive information about the academic standards your student is expected to meet, to be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school, to receive information about and deny permission for psychological testing, to participate as a member of a parent advisory committee or school-site council, to question anything in your student's record you believe is inaccurate, misleading, or an invasion of privacy and receive a response, and to be notified as early in the school year as practicable if your student is identified as at risk of retention, along with your right to consult with the staff responsible and to appeal the decision. The complete list is provided in the Required Annual Notifications.

XXII. CURRICULUM PROSPECTUS

ECHS-Lawndale compiles annually a prospectus of its curriculum, including the title, description, and instructional goals of every course offered, and makes it available for inspection on request from the Main Office.

XXIII. LEAVE TO ATTEND SCHOOL ACTIVITIES

Under Labor Code 230.8, an employer with 25 or more employees at the same location must allow a parent, guardian, stepparent, foster parent, grandparent, or person standing in loco parentis up to 40 hours of unpaid leave per year, not more than eight hours in any one month, to participate in school activities, with reasonable advance notice. The Main Office can provide written verification of a meeting if your employer requires it.

XXIIII. BOARD MEETINGS

The ECS Board of Directors is subject to the Ralph M. Brown Act, Government Code sections 54950 and following, and conducts its business in open session except where closed session is authorized by law. Agendas are posted at least 72 hours before a regular meeting, and at least 24 hours before a special meeting, at the school site and on the ECS website. Members of the public have the right to address the Board on any item on the agenda and on any matter within the Board's jurisdiction. Board agendas, minutes, and meeting schedules are available on the ECS website.

Section 2: ADMINISTRATIVE PROCEDURES

EMERGENCY DRILLS

Emergency drills, such as earthquake, fire and lock down drills, are conducted throughout the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with staff members who in turn teach them to students.

If an emergency occurs during regular school hours, students are to report to their regularly scheduled class. In most cases, if at break, lunchtime, or at the end of the day, students are to report to their next regularly scheduled class or if after school to the safest location. If an emergency occurs when not on ECHS' campus, students are to report to their supervising personnel. Supervising personnel will call the ECHS campus to report problems.

If the emergency extends beyond the end of the school day, students will not be released until it has been determined that it is safe to do so. Before students are released, parents/guardians must sign them out in the Main Office. Students will not be released to anyone not listed on their emergency contact list. No phone call exceptions will be made.

MESSAGES AND DELIVERIES TO STUDENTS

Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, ECHS staff will only deliver urgent or emergency messages to students during class time. ECHS staff will not disrupt instructional minutes to deliver food to students. We will only allow food ordering from vendors such as Ubereats, Grubhub, DoorDash, etc. on special occasions as named by Administration. On these special occasions, students will not be allowed to leave class to pick up food orders, instead we will have a cart where food can be dropped off and a member of our supervision team will be there to watch the orders. At lunch, students can go to the supervision team member to pick up their orders. All orders that come outside of the lunch time will be taken to the office and held to the end of the day. Students may still bring lunch or purchase lunch from the school's food service provider. The school reserves the right to modify this policy as it deems appropriate. ECHS provides a National School Lunch Program compliant meal every day and students are encouraged to eat the food provided to them.

SIGN OUT PROCESS

Students may be signed out of class/school with their parent/guardian's permission and only if a parent/guardian/emergency contact comes to the school with a valid ID to sign out the student. No students will be permitted to leave campus without a parent/guardian/emergency contact present to pick them up. Students will not be released from class/campus by a written note or parent/guardian phone call--no exceptions. We encourage families to make appointments outside of school hours whenever possible, as missing class hours can affect student learning and their grades (Please see Section 3: Attendance). Students should not be signed out early for parental convenience or student preference. We strongly encourage families to avoid picking up students within 30 minutes of the end of the school day, as early pickups cause disruptions to classroom learning and create unnecessary traffic congestion during our critical end-of-day routines. Your support helps us maintain a focused and safe learning environment for all students.

Medical Appointments for 18-Year-Old Students: In accordance with California law, students who are 18 years or older are legal adults and may excuse themselves from school for medical appointments without parent/guardian notification or permission. The school will document the absence appropriately, but due to privacy laws, we are not permitted to share medical details with families. Students may choose to share this information with their families if they wish.

OFF-CAMPUS PASSES

12th grade students will only be permitted to leave campus if they have a valid pass. (Please see Section 1, L: Academic Policies, XI 12th Grade Freedom Policy). When lunchtime activities are planned, off-campus lunch is prohibited. ECHS is not liable for students once they leave campus. To receive a pass, the student must have a valid school ID card, check into the office to receive an off campus pass for the day he/she wants to go off campus, and show the off-campus pass and ID card to the safety officer when leaving campus. If ECHS receives a complaint from any of the school's community neighbors about ECHS students' behavior, the pass will be revoked. Students who are tardy to their class after lunch or ditch the remainder of the day will have their pass revoked immediately. Students and parents/guardians have signed a receipt stating they have read and will abide by the student handbook and ECHS contract.

ECS 1-TO-1 STUDENT CHROMEBOOK PROGRAM

Program Purpose
The purpose of the ECS 1-to-1 Student Chromebook Program is to provide access to distance learning and to help students develop 21st century skills. Providing every student access to a computer and the internet ensures they can fully participate in distance learning and helps students develop technological skills they will need for the future.

Device Purpose
ECS can supply middle and high school students with a Chromebook device. This device is a property of ECS. The supplied instructional device's function will be to provide each student access to required educational materials needed for each student to be successful. The Chromebook allows student access to Google Apps for Education, teleconferencing, educational web-based tools, as well as many other useful sites. The supplied device is an educational tool not intended for gaming, social networking or business use, and may not be shared with household members for their use.

The policies, procedures, and information in this program apply to all Chromebooks issued to ECS students. Teachers may set additional requirements for Chromebook use in their classroom. See the full ECS 1-to-1 Student Chromebook Program at https://bit.ly/3H9uEFW for details.

PERSONAL ELECTRONIC EQUIPMENT

ECHS-Lawndale allows students to bring certain electronics to school. However, all personal electronic devices, including phones, watches, airpods, headsets, and gaming systems must be put away and powered off during class time and between classes. Students will put devices in classroom boxes as they enter class. Students engaging in cyber bullying, inappropriate social media posts, sharing unsolicited, inappropriate content digitally, including but not limited to email, text messaging service or Airplay, will be asked to check their electronic devices in at the beginning of the day with the main office, especially if the inappropriate online behavior has occurred or is occurring during school time. Devices must be silenced and signal-free during all classes. This means students cannot engage in the following behaviors during instructional time: checking messages, updating or monitoring social media accounts, watching videos, operating apps, listening to music, taking pictures, generating recordings, taking photos. Use of earphones or headphones will not be allowed during class.

Exceptions Required by Law (Ed. Code 48901.7).
There are four situations where your student may keep or use their smartphone, even when the rules above would otherwise say no:

- In an emergency, or when your student reasonably believes there is a threat of danger.
- When a teacher or administrator says it is okay for a specific purpose. Staff may set limits on how long the phone can be used and what it can be used for.
- When a licensed physician or surgeon says your student needs the phone for their health or well-being.

- When your student's individualized education program (IEP) requires it.

If your student needs a phone for a medical reason, please contact the school office so we have the documentation on file.

How This Policy Was Adopted and Reviewed
The Personal Electronic Equipment section of this handbook, along with the four exceptions listed above, is the smartphone policy under Education Code 48901.7. Students, families, and staff gave input as the policy was developed. The Board will review and update the policy at least once every five years.

In addition, students may not use any device to bully, cyberstalk, plagiarize, harass or intimidate anyone. All digital content accessed must be appropriate and aligned with schoolwide expectations of personal respect and decorum. Students who do not follow these rules will have their devices or other equipment confiscated. Only a parent/guardian may collect any confiscated item. Students will be solely responsible for bringing these items to school and must watch their belongings carefully. Failure to follow these policies may result in the loss of electronics privileges for part or all of the school year. We reserve the right to require a parent to retrieve the device from the office if a student appears unable to make progress despite numerous attempts to eliminate this distraction. Students who chronically misuse their personal devices at school will not be allowed to access technology on campus, depending on the nature of the infraction.

In addition to electronics, students should not bring personal effects of value to campus including jewelry and cash. ECHS-Lawndale is not responsible for any loss of personal effects and will not investigate any such loss. See discipline policy for inappropriate behavior as it applies to personal effects.

TECHNOLOGY AND INTERNET USAGE

ECHS offers computers in the classrooms for student-use on school-related assignments. Students may not use the computers in the office or request to have documents printed from the computers in the office. Similarly, students may not use computers unsupervised and they may not use the computers for personal use not related to school assignments. The computer lab is available for parents/guardians and students to use daily during lunch and after school. All students are expected to adhere to guidelines. If a student breaks any of these rules, the student will not be allowed to continue to use the computer network.

ACCEPTABLE USE & EMAIL POLICY

Environmental Charter Schools believes in the strong educational values of providing electronic services to students to enhance learning and exchange information. Our goal in providing these services is to promote educational excellence in the school facilitating resource sharing, innovation, and communication.

The purpose of this policy is to ensure that those using the technology provided by Environmental Charter Schools will do so in accordance with the mission and educational goals of ECS.

The Internet links computer networks around the world and provides access to a wide variety of computer and Information resources. However, it is important for the users to recognize that the Internet also contains sites that have materials that are objectionable, adult-oriented or otherwise inappropriate. All users, parents/guardians, and s are advised that communications on the Internet cannot be completely monitored by ECS. By participating in the use of the Internet, students may gain access to information and communications, which they or their parents/guardians/s may find inappropriate, offensive, or controversial. While ECS will do everything in its power to ensure that this does not happen, parents/guardians need to be aware of this risk when they allow their students to participate in the use of the Internet. The user is responsible for his/her own actions while accessing material on the Internet, and may not access, download, or print from inappropriate sites. The following are our agreements about the use of technology at

Environmental Charter Schools.

Terms of Agreement

Prior to gaining Internet access on Environmental Charter Schools computer networks, students and their parents/guardians/s must sign a copy of the Student Acceptable Use Agreement.

1. Chromebook Hardware Damage and Student Responsibility: Students are responsible for the care and appropriate use of school-issued Chromebooks. Any intentional damage, negligence, or misuse resulting in hardware damage (e.g., cracked screens, broken hinges, liquid damage) will result in the student and their parent/guardian being held financially accountable. ECS staff will determine, based on an inspection, whether damage was due to intentional actions or neglect.

2. Chromebook Replacement Cost: Effective immediately, the replacement cost for a lost, stolen (due to negligence), or irreparably damaged Chromebook is set at $350, in alignment with current market costs. This fee may be waived or reduced based on demonstrated financial hardship, but only upon formal request and review by the school's leadership team. Payment plans may be arranged.

3. Chromebook and System Account Security: Students must never share, steal, or attempt to access any ECS Chromebook login, email, or academic system account belonging to another student or staff member. Sharing passwords or accessing another person's account—whether with or without their consent—is strictly prohibited. These actions will be considered serious breaches of school policy and may result in suspension, technology access revocation, and referral to school administration for further disciplinary consequences.

4. Use of Artificial Intelligence (AI) Tools: The use of generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Google Gemini, Claude, etc.) is strictly limited to academic purposes explicitly authorized by the student's teacher. Permitted uses may include research, data analysis, idea generation, or editing—as directed in writing or verbally by a teacher. Using AI to complete assignments without approval or to misrepresent one's work is considered a violation of the Academic Honesty Policy.

5. Vandalism/Hacking: Students will not use their Environmental Charter Schools access or other Internet access to interfere with or disrupt network users, services, Environmental Charter Schools data or data of another student, or equipment, either locally or off campus.

6. Unauthorized Entry: Students will not access or try to make unauthorized entry to any machine accessible via the network or on remote networks. If a student notices a security problem, the student must notify school personnel immediately.

7. Inappropriate Messages: Students will not use their Environmental Charter Schools access to transmit threatening, obscene or harassing materials, including chain-letters, solicitations, inappropriate photos, or broadcast messages via our network or email system.

8. Inappropriate Material: The Internet contains certain material that is illegal, defamatory, inaccurate or potentially offensive to some people. Students will not use their Environmental Charter Schools access to knowingly visit sites that contain this material nor import, transmit and/or transfer any of this material to other computers.

9. School Personnel: Students should not post to websites or blogs, images, photos or video of employees of Environmental Charter Schools. This includes the creation of fan pages or groups on social networking sites.

10. Personal Privacy: Students will not communicate their address, phone number or other personal information to any person or company on the Internet or through email.

11. Prohibited Manipulation of School Software and System Settings: Students are strictly prohibited from attempting to

access, modify, disable, or bypass any ECS software, device configuration, security settings, content filters, or administrative controls installed on school-issued Chromebooks or within ECS-managed platforms. This includes using proxy sites, VPNs, or unauthorized tools to evade restrictions. Violations will be treated as serious disciplinary infractions and may result in loss of technology privileges, device confiscation, and further disciplinary action as outlined in ECS's Acceptable Use Policy and student discipline code.

12. Unauthorized Programs or Computers: Students may not use, copy, delete, or install any program on a school computer or save any executable program without the permission of school personnel. Students may not use personal laptop computers without prior permission from the Director of Operations.

13. Copyright: Students are not to post to websites or blogs any photos or logos that are the property (intellectual property) of Environmental Charter Schools. Students must comply with all copyright laws.

14. Limitation of Liability: Environmental Charter Schools (ECS) is not responsible for any direct or indirect damages resulting from the use of ECS-owned devices, networks, or digital tools. This includes data loss, service interruptions, file corruption, or delays in communication, even if caused by ECS maintenance or system errors. All use of ECS technology is at the student's own risk. ECS makes no guarantees regarding system reliability or data security.

GOOGLE APPS FOR EDUCATION & STUDENT EMAIL POLICY

This year your ECS will provide student access to Google Apps for Education. Apps for Education includes web based programs providing email, word processing, spreadsheet, presentation, conferencing, calendaring and collaboration tools for ECS students and teachers. This service is available through an agreement between Google and ECS.

Apps for Education runs on an Internet domain purchased and owned by ECS and is intended for educational use only. This policy describes the responsibilities of the school, students and parents/guardians in using Apps for Education on the school domain.

Child Internet Protection Act (CIPA)

ECS is required by CIPA to have technology measures and policies in place--which protect students from harmful materials including obscene and pornographic materials. This means student email is filtered. Mail containing harmful content from inappropriate sites will be blocked.
--CIPA - http://fcc.gov/cgb/consumerfacts/cipa.html

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.
--COPPA - http://www.ftc.gov/privacy/coppafaqs.shtm

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act gives parents and guardians the right to inspect and review their student's education records, to request amendment of a record they believe is inaccurate or misleading, to

consent to disclosures of personally identifiable information except as authorized by law, and to file a complaint with the U.S. Department of Education. To inspect records or request an amendment, contact Sarah Jamieson, Custodian of Records, sarah_jamieson@ecsonline.org, 310-874-9441.

Directory Information. ECS designates the following categories as directory information: the student's name, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, and degrees, honors, and awards received. Directory information does NOT include a student's citizenship status, immigration status, place of birth, or any other information indicating national origin, and ECS will not release that information without written parental consent or a court order. Directory information may be released to recipients such as school-affiliated organizations, yearbook and event program publishers, and postsecondary institutions.

- You may refuse the release of your student's directory information by completing the opt-out in the acknowledgment section of the Required Annual Notifications 2026-27. The opt-out must be returned within 30 calendar days of receipt of that notice. The directory information of a student identified as a homeless child or youth will not be released without express written consent, except that it may be disclosed, as authorized by ECS policy, to facilitate a free eye examination by a nonprofit provider or a free oral health assessment hosted at school, unless you provide written notice that you do not consent.

Military Recruiters and Institutions of Higher Education. Federal law requires ECS to provide, on request, the names, addresses, and telephone listings of students in grades 9 through 12 to military recruiters and to institutions of higher education, unless a parent or guardian, or a student who is 18 years of age or older, has requested that the information not be released without prior written consent. Military recruiters receive the same access to students that ECHS-Lawndale provides to postsecondary institutions and to prospective employers.

- To withhold this information, complete the military recruiter opt-out on the Annual Acknowledgment of Receipt 2026-27. This opt-out is separate from the directory information opt-out described above. Submitting one does not submit the other. This notice is provided under 20 United States Code section 7908.

ECS Apps for Education is available at school and at home via the web. Even though email from known inappropriate sites is blocked, there is always a chance students will be exposed to inappropriate content. School staff will monitor student use of Apps when students are at school. Parents/guardians are responsible for monitoring their child's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times.

Email is considered an official method of communication. Official email communications are intended to meet the academic and administrative needs of ECS. All student Electronic Mail (email) accounts are property of the Environmental Charter Schools.

The student will be removed from the system after graduation, leaving ECS, or for infractions outlined below.

- The primary purpose of the student electronic mail system is for students to communicate with school staff, outside resources related to school assignments, and fellow students to collaborate on school activities. Account usernames and passwords will be provided to parents/guardians so those parents/guardians can monitor the account and communicate with teachers. Use of the ECS's email system is a privilege.

- Use of the email system will align with the school's code of conduct and the code will be used for discipline purposes. Students are responsible for messages sent from their accounts. Students should not share their passwords.

- The email system shall not be used to create any offensive or disruptive messages. Such messages include, but are not limited to, sexual innuendos, racial slurs, gender-specific comments, or comments that offensively address someone's age, sexual orientation, religious beliefs, political beliefs, national origin, disability or chain letters.

- Students will report any unusual activities such as "spam" communications, obscene email, attempts by adults to lure them into dangerous behaviors, and the like to the school's technology contact for action. Students should not forward chain letters, jokes, or

graphics files.

● Students will not send personal information about themselves or others, including but not limited to, home or school address, phone or credit card numbers or other personally identifiable information.

● Electronic mail sent or received is not confidential. ECS reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.

● Students cannot deliberately alter or attempt to conceal their true return email address, or the origination location of the message.

● System administrators may create filters to scan for and eliminate viruses and large graphic files that are unrelated to the school district's operation.

● Students are prohibited from upload, download, transmit to another computer, print a hard copy or in any way infringe upon the exclusive rights of reproduction, distribution, adaptation, public performance and public display of an on-line or off-line copyrighted work.

● Users are expected to delete all unwanted email from their Trash and Sent folders on a regular basis.

● The email system cannot be used to operate a personal business. The account may be revoked if used inappropriately.

● When issues arise, school administrators will deal directly with the student and/or parents/guardians/s. improper use of the system will result in discipline and possible revocation of the student email account. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.

INSTRUCTIONAL MATERIALS

ECHS-Lawndale uses a variety of resources for instruction. Therefore, students may not necessarily be assigned a textbook for every class. When textbooks are assigned, they will be checked out by each subject area teacher. Students are responsible for the textbooks that are issued to them and are responsible for returning textbooks in good condition at the end of the school year. For novels used in humanities classes, the school will purchase and distribute novels for students to keep. Students are responsible for keeping novels given to them during their time in high school. Lost novels will not be replaced. Charges will be applied for textbooks and books that are lost or damaged. Report lost books immediately. The school is not responsible for stolen, lost, or damaged books. If books cannot be replaced by students, a replacement fee will be charged and must be paid by the end of the year.

Withdrawing or transferring students must have returned all school materials, textbooks, and equipment before transferring out of the school. Fines may be paid by cash or by money order. Personal checks will not be accepted.

A student with a moral objection to dissecting, or otherwise harming or destroying, an animal or any part of an animal must inform their teacher of the objection, substantiated by a note from the student's parent or guardian. The student may be given an alternative education project if the teacher believes an adequate alternative is possible, and will not be discriminated against or penalized for choosing it.

Instructional materials are also subject to the standards described under "Instructional Materials, Curriculum, and Freedom from Discriminatory Bias" in this section.

Pupil Fee Policy

Environmental Charter High School students are not required to pay any fees, deposits, or other charges for their participation in an educational activity which is an integral part of Environmental Charter High School's educational program, including curricular and extracurricular activities. Students are responsible for the replacement cost of books or materials that are loaned to them, if they are damaged or not returned. When the ECS Board approves fees that are authorized by law (Education Code 49011), they shall consider students' and parents/guardians' ability to pay when establishing fee schedules and granting waivers or exemptions.

Fundraising can help develop students' sense of social responsibility and bring valuable resources to our school. However, students will not be barred from an event or activity because they did not participate in fundraising and donations are always voluntary.

Concerns or questions about fees should be brought to the principal. The complete pupil fees policy is available in the Environmental Charter High School office. Unresolved concerns can be submitted to the Executive Director and/or submitted through the Uniform Complaint Procedure.

VISITORS

Parents/guardians/s of current students are welcome to visit ECHS. All visitors must sign in at the Main office immediately upon arrival to campus and receive a visitor badge. Visitors should not disrupt learning or school staff's ability to perform their duties.

Students may not have friends, siblings, or other relatives visit them at school at any time unless otherwise approved by Principal or designee.

Prospective students who would like to visit ECHS may only do so if accompanied by a parent/guardians or on a scheduled tour accompanied by a school administrator or designee.

CHANGE OF CONTACT INFORMATION

Parents/guardians will be asked at the beginning of each school year to provide ECHS with current contact and emergency information. If contact information changes during the school year (including all telephone numbers), it is the responsibility of the parent/guardian to provide the main office with this new information in person. ECHS cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent/guardian.

EDUCATIONAL RIGHTS OF STUDENTS IN FOSTER CARE AND STUDENTS EXPERIENCING HOMELESSNESS

Students in foster care and students experiencing homelessness have specific rights under state and federal law. A student experiencing homelessness includes a student who lacks a fixed, regular, and adequate nighttime residence, including a student sharing housing due to loss of housing or economic hardship, living in a motel, hotel, shelter, car, park, or campground, or who is an unaccompanied youth.

These students have the right to immediate enrollment, even without the records, proof of residency, immunization records, or other documents normally required, and to attend class while the school obtains those records. A student experiencing homelessness has the right to remain in the school of origin for the duration of the homelessness and through the end of the academic year in which permanent housing is obtained. A student in foster care has the right to remain in the school of origin for the duration of the court's jurisdiction and, if that jurisdiction ends during high school, through graduation. ECHS-Lawndale will transfer records within two business days of a request from a new school.

A student in foster care or experiencing homelessness who transfers schools after completing the second year of high school has the right to be exempted from ECHS-Lawndale graduation requirements that exceed the state minimum, if the student is not reasonably able to complete them in time to graduate, and to remain enrolled for a fifth year to complete the state requirements. Partial credit will be awarded for coursework satisfactorily completed before a transfer, and the student will not be required to retake a course or portion of a course already completed satisfactorily.

A student experiencing homelessness or an unaccompanied youth may apply for federal and state financial aid as an independent student, without providing parent income information or a parent signature, and the Liaison or a school Counselor can provide the documentation needed to verify that status.

If you disagree with a decision about school selection or enrollment, you have the right to dispute it. The ECHS-Lawndale Homeless (McKinney-Vento) and Foster Youth Liaison is Yvette Hernandez-Diaz, School Social Worker, (310) 214-3400 ext. 1011, yvette_hernandez-diaz@ecsonline.org. A Housing Questionnaire accompanies the Required Annual Notifications; returning it helps the school identify students who may be eligible for these protections.

COMPLAINT PROCEDURES

ECHS attempts to establish an open and caring environment. In the event that a concern occurs, students and parents/guardians are welcome to contact a teacher, Advisor or administrator. Most concerns can be resolved by meeting with staff. We encourage all stakeholders to reach out to school administration or fill out an incident form if or when an administrator is not available. Incident Forms are available online for all stakeholders by going to http://tinyurl.com/ECHSincident However, in the event that the filing of a formal complaint is desired, please review our Uniform Complaint Procedures listed in this handbook. Uniform Complaint Procedures are available in the main office.

STUDENT SUPERVISION

Supervision is provided for ECHS sponsored programs, activities, and instruction only. Unless otherwise noted for a specific ECHS sponsored program or activity, hours of supervision at ECHS begins 30 minutes before school begins and ends 30 minutes after school ends.

To ensure the safety of each ECHS student, it is important that each student does not arrive before his/her appropriate start time and that he/she leaves promptly at the conclusion of his/her school day. Any students who linger on campus will be sent home unless involved in specific after-school programming or tutoring. Finally, should any student create a disturbance by lingering before or after school, ECHS will take disciplinary action.

ECHS has employed school safety supervision team members to help ensure that the ECHS campus remains safe and students are following traffic laws when crossing the street. Students are to obey all directions from the Supervision Team.

HUMAN TRAFFICKING PREVENTION

California law requires schools to provide age-appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking. This information may be provided as part of health education, safety instruction, or other school-based programs, and is designed to help students recognize unsafe or exploitative situations, understand how traffickers may target or recruit young people, develop strategies to seek help from trusted adults, and access support resources.

Students and families are encouraged to report concerns about trafficking, exploitation, or any unsafe situation to school staff, and to local law enforcement or child welfare agencies if there is immediate danger. The National Human Trafficking Hotline is available 24 hours a day at 1-888-373-7888, by texting HELP or INFO to 233733, or at humantraffickinghotline.org. Reports may be made confidentially.

MENSTRUAL PRODUCTS

ECHS-Lawndale provides free and accessible menstrual products in all women's restrooms, all all-gender restrooms, and at least one men's restroom. A notice is posted in a prominent and conspicuous location in every restroom where these products are required to be stocked, giving the name, email address, and telephone number of the staff member responsible for maintaining the supply.

LUNCH

The lunch break is approximately 37 minutes long. Students may bring a cold lunch or be served lunch from the school's food service provider. **Please note that soda is not allowed on campus.** Throughout the school year, ECHS-Lawndale provides healthy food options daily for breakfast and lunch. Students are also welcome to bring their own lunches from home. However, outside meals ordered for delivery to school are not allowed in order to meet health and safety requirements. Occasionally, different programs and classes host potlucks or lunches. Students are not required to participate in these events and assume their own risk should they participate and/or share food with other students.

Students are not allowed to sell any form of food or drink at any time on campus unless they have received prior approval from school administration. Failure to adhere to this policy will result in disciplinary action.

ECHS-Lawndale provides two meals free of charge, breakfast and lunch, during each school day to any student who requests a meal, regardless of household income. ECHS-Lawndale participates in Provision 2, so families do not complete a meal application. Families new to Environmental Charter Schools complete an Alternative Income Form at registration. That form is used only for state and federal accounting and funding purposes, it does not affect any student's access to meals, and the information provided on it is confidential. The form is available in the Main Office.

Your family may also be eligible for free or low-cost health coverage through Medi-Cal or Covered California. Contact Covered California at 1-800-300-1506 or coveredca.com, or the Main Office for enrollment assistance.

HEALTH SERVICES

ECHS' health services are offered in the main office. Although ECHS does not have a health specialist on staff, a trained staff member is available to provide basic assistance during school hours.

Procedures: Any student in need of health services during class time must obtain a pass from their teacher to leave the classroom. A student must then report directly to the main office where a staff member will determine the student's needs and take appropriate action.

Prescription Drug Policy: When a student must take medication at school, a parent/guardian must bring the medication to the office in a pharmaceutical container with the student's name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled along with the proper medical forms filled out (please see the main office for these forms). Students must report to the main office when the medication is to be dispensed.

A student may carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during the school day, on school-sponsored activities, and while under school supervision, if the school has on file a written statement from the student's physician or surgeon confirming that the student is able to self-administer the medication, and a written statement from the parent or guardian consenting to self-administration, providing a release for the school and its personnel to consult with the prescriber, and releasing the school and its personnel from civil liability. Please notify the Main Office if your student carries either medication. Other prescription medication may not be carried by a student and must be delivered to the Main Office as described above.

The parent or guardian of a student on a continuing medication regimen for a nonepisodic condition is required to inform the Main Office of the medication being taken, the current dosage, and the name of the supervising physician. With parent or guardian consent, school staff may communicate with the physician and may counsel school personnel about the possible effects of the medication.

Non-Prescription Drug Policy: ECHS-Lawndale employees may not distribute any non-prescription medication.

TOBACCO POLICY

All ECS campuses are tobacco-free pursuant to Health and Safety Code 104420 and 104495 and Education Code 48901. Prohibited products include cigarettes, cigars, smokeless tobacco, and electronic nicotine delivery systems such as e-cigarettes and vaping devices. The prohibition applies to students, staff, and visitors at all times in ECS buildings, on ECS grounds, in ECS vehicles, and at ECS-sponsored events, including events after regular school hours. Student violations are addressed under the discipline procedures in Section 7 and may include a referral to cessation support. See also the Marijuana, Illicit Substances, Vaping and Alcohol Prevention and Prohibition Policy in Section 2. A copy of the policy is available in the Main Office.

IMMUNIZATIONS

California law requires students to be immunized against specified diseases before admission unless a valid medical exemption is on file. A student who is not properly immunized must be excluded from school, and the school will notify the parent or guardian, who then has two weeks to supply evidence either that the student has been properly immunized or that the student is exempt. Families will be referred to the student's usual source of medical care, or, if none exists, to the Los Angeles County Department of Public Health. A student experiencing homelessness, in foster care, or otherwise entitled to immediate enrollment will be enrolled immediately and immunization records will be obtained in parallel; a missing immunization record will not delay enrollment for these students.

EMERGENCY MEDICATIONS

ECHS-Lawndale maintains emergency epinephrine auto-injectors and emergency naloxone hydrochloride, an opioid antagonist, on campus, and has trained volunteer personnel to administer them to a person believed to be experiencing anaphylaxis or an opioid overdose, whether or not the person has a known history. Epinephrine auto-injectors and naloxone are stored at the Main Office. Any person may administer either medication in good faith in an emergency without civil liability under California law. The Comprehensive School Safety Plan includes the school's procedures for responding to a suspected opioid overdose. Counterfeit pills sold outside a pharmacy may contain lethal doses of fentanyl, and we encourage families to discuss that risk with their students.

MARIJUANA, ILLICIT SUBSTANCES, VAPING AND ALCOHOL PREVENTION AND PROHIBITION POLICY

Environmental Charter Schools do not tolerate the use, possession, or sale of marijuana, illicit substances, alcohol, or related paraphernalia by students, staff, or visitors during school hours on school campuses or outside of school hours at school-sponsored activities. School administrators will take immediate action to prevent, discourage, and eliminate the use or possession of any of these substances or related paraphernalia, including but not limited to a search of student backpack and personal belongings if there is reasonable suspicion that the student is in violation of this policy. In cooperation with community agencies in disciplining students in violation, school administrators may use prevention-education, direct intervention, suspension, or expulsion, on a case-by-case basis to keep the school drug and alcohol-free.

Environmental Charter Schools also prohibits the use of electronic nicotine delivery systems (ENDS), such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all ECS property and in ECS vehicles at all times. ENDS are often made to look like cigarettes, cigars, and pipes, but can also be made to look like everyday items such as pens, asthma inhalers, and beverage containers. If found on ECS property or during an ECS activity in the possession of a student, ENDS/vaping devices will be confiscated and disposed of.

SEXUAL HEALTH AND HIV PREVENTION EDUCATION POLICY

The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
- Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
- Be informed whether the comprehensive sexual health or HIV prevention education will be taught by ECS personnel or outside consultants.
- Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
- When ECS chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of: a) The date of the instruction, and b) The name of the organization or affiliation of each guest speaker.

ECHS-Lawndale will provide written notice at least 14 days before comprehensive sexual health or HIV prevention education begins, stating the dates of instruction and whether the instruction will be delivered by school personnel or outside consultants. A parent or guardian may submit a written request to excuse their student from all or part of this instruction at any time, and is not limited to the beginning of the school year. A student will not be subject to any disciplinary action, academic penalty, or other sanction if a parent or guardian declines to permit participation, and an alternative educational activity will be made available. This notice is provided under Education Code sections 51938 and 51939.

STUDENT AND FAMILY PRIVACY RIGHTS AND IMMIGRATION ENFORCEMENT

Every student has the right to a free public education regardless of immigration status or religious beliefs. ECS has adopted the Student and Family Privacy Rights Policy, board approved April 2026, aligned with the California Attorney General's model policies.

ECS will not release student or family information to third parties for immigration enforcement purposes, except as required by law or a court order. ECS staff will not grant immigration enforcement officers access to a campus or to student records without a valid, signed judicial warrant or subpoena and review by the Superintendent or designee. No student will be interviewed or removed from a campus without lawful justification and parent notification where the law permits.

If immigration enforcement activity occurs at or near the ECHS-Lawndale campus, the school will promptly notify parents and guardians, teachers, administrators, and school personnel, to the extent permitted by law and consistent with student and staff safety. The ECHS-Lawndale Comprehensive School Safety Plan includes the procedures the school follows in that event.

Required immigration-related information, including the California Attorney General's guides Know Your Educational Rights and Promoting a Safe and Secure Learning Environment for All, is posted in the school's administrative office and on the ECHS-Lawndale and ECS websites in all languages provided by the Attorney General.

We encourage every family to keep emergency contact information current and to identify a trusted adult who can care for your student if a parent is detained. To ask questions about these protections or about what information ECS maintains, contact Sarah Jamieson, Custodian of Records, sarah_jamieson@ecsonline.org, 310-874-9441.

NON-DISCRIMINATION STATEMENT

ECHS-Lawndale is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. ECHS-Lawndale's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or any other characteristic identified in Education Code 220 or Penal Code 422.55; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. ECHS-Lawndale assures that lack of English language skills will not be a barrier to admission or participation in ECHS-Lawndale programs.

Inquiries and complaints regarding discrimination, harassment, intimidation, or bullying may be directed to Sarah Jamieson, Director of Human Resources, Title IX Coordinator and UCP Compliance Officer at sarah_jamieson@ecsonline.org or 310-874-9441.

Inquiries regarding disability discrimination may be directed to Section 504 Coordinator Carrie Keil at carrie_keil@ecsonline.org or the main office at (310) 214-3400.

This statement is posted on the ECHS-Lawndale website and in the school's administrative office.

INSTRUCTIONAL MATERIALS, CURRICULUM, AND FREEDOM FROM DISCRIMINATORY BIAS

ECHS-Lawndale is committed to a learning environment free from discrimination and bias. All instructional materials, textbooks, supplemental materials, and teacher-led instruction must be factually accurate, aligned to state content standards, and free from content that promotes discrimination against any person or group. This includes protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics, as well as bias based on any characteristic protected by Education Code 220.

No teacher may give instruction, and no school-sponsored activity may be conducted, that reflects adversely on a person or group because of a protected characteristic, or that promotes a discriminatory bias. Instructional material found to be discriminatory or factually inaccurate regarding a protected group will be removed from current and future course offerings.

Filing a Complaint. If you believe your student has experienced discrimination, or that instructional materials or instruction violate these standards, you may file a complaint under the Uniform Complaint Procedures described in this section. You have the right to submit evidence supporting the allegation. ECS will investigate and issue a written decision within 60 calendar days of receiving the complaint. Corrective action may be taken without any showing that a member of a protected group was present or was directly harmed. If you disagree with the decision, or if ECS does not meet that timeline, you may appeal to the California Department of Education within 30 calendar days of the date of the LEA Investigation Report..

To report a concern or ask questions, contact Sarah Jamieson, Director of Human Resources and UCP Compliance Officer, at sarah_jamieson@ecsonline.org or 310-874-9441.

UNIFORM COMPLAINT POLICY AND PROCEDURES (UCP)

ECHS-Lawndale's (ECHS-Lawndale) policy is to comply with applicable federal and state laws and regulations. ECHS-Lawndale is the local educational agency primarily responsible for compliance with federal and state laws and

regulations governing educational programs. ECHS-Lawndale will seek to resolve complaints pertaining to compliance in accordance with state law, Title 5, California Code of Regulations.

A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and failure to comply with laws relating to pupil fees and the Local Control and Accountability Plan (LCAP).

ECS educational programs covered by the UCP include:

- Accommodations for pregnant and parenting students
- After-school programs
- Career technical and technical education and training programs
- Consolidated categorical aid programs
- Course periods without educational content
- Education of students in foster care, students experiencing homelessness, former juvenile court students now enrolled in a school district, and students from military families
- English learner programs
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Physical education instructional minutes
- Pupil fees
- Reasonable accommodations to a lactating student
- School safety plans
- Tobacco-use prevention education

The same complaint procedure may also be used to file complaints against ECHS-Lawndale which allege unlawful discrimination under the following federal laws: the Americans with Disabilities Act (ADA) or Section 504 (discrimination based on mental or physical disability); age; ancestry; ethnic group identification; religion; Title VI (discrimination based on race, color or national origin), and Title IX (discrimination based on sex, sexual orientation) or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Discrimination complaints must be filed within six months from the date the alleged discrimination occurred or the date when knowledge of the facts of the alleged discrimination was first obtained. To file a complaint at an Environmental Charter School, contact the office for a UCP form. Fill the form in and fax or mail it to Sarah Jamieson at the address on the form. Any person with a disability or who is unable to prepare a written complaint can receive assistance from the ECHS-Lawndale Principal.

The sixty (60) day timeline for an investigation and ECHS-Lawndale response will begin when the complaint is received. The review will conclude within sixty (60) calendar days from date of receipt of complaint, unless the complainant agrees in writing to extend the time. If the complainant disagrees with ECHS-Lawndale's decision, they have 30 calendar days from the date of the LEA Investigation Report to file an appeal with the California Department of Education. The appeal must be in writing and include a copy of the original complaint and a copy of the LEA Investigation Report provided to them.

ECHS-Lawndale acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

ECHS-Lawndale prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Chartering Authority. ECHS-Lawndale is a public charter school authorized by the Lawndale Elementary School District. Information about the authorizer is available from the Lawndale Elementary School District, 4161 W. 147th Street, Lawndale, CA 90260, (310) 973-1300, and at www.lawndalesd.net.

Charter School Complaint. Separate from the Uniform Complaint Procedures, a complaint may be filed if you believe the school has discouraged enrollment or encouraged disenrollment on the basis of low academic achievement, economic disadvantage, English proficiency, ethnicity, foster youth status, homelessness, nationality, neglected or delinquent status, race, sexual orientation, disability, sex, gender, gender identity, gender expression, religion, or immigration status, or has requested or required records to be submitted before enrollment. The Charter School Complaint form is available in the Main

Office and on the school website, and may be submitted to the school or directly to the Lawndale Elementary School District governing board. This notice is also provided to anyone inquiring about enrollment, before any enrollment lottery, and before any disenrollment.

Additional Remedies and Postings. You may pursue available civil law remedies, including injunctions and restraining orders, outside these complaint procedures. For discrimination complaints arising under state law, you must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies, and that waiting period does not apply to injunctive relief. Information about the CDE appeal process is available at www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp. This policy is posted at the school site in a place available for public viewing and on the school website at all times the school is operational, and postings are updated within 30 days of any revision.

The complete Uniform Complaint Policy and Procedure is available in the main office.

2026-2027 MEMORANDUM - SAFE STORAGE OF FIREARMS

Providing students and staff with a safe learning environment remains one of our top priorities. We are all aware of gun violence in surrounding communities and across the nation. In a majority of these incidents, the minor gained access to a firearm from their residence or the residence of a relative. These tragic events can be prevented by storing guns in a safe and secure manner, including keeping them locked up when not in use and separate from ammunition. As a result, on June 23, 2022 the ECS Board of Directors passed a resolution supporting safe gun storage.

All gun owners must comply with the following regulations:

Safe Storage of Handguns, Los Angeles Municipal Code section 55.21 - This City of Los Angeles statute makes it a crime to have a handgun within a residence, unless the firearm is stored in a locked container, or disabled with a trigger lock that is approved by the California Department of Justice.

California Penal Code section 25100(A) - This state statute makes it a crime to store a loaded gun on any premises under your control, knowing or reasonably knowing that a child is likely to gain access to the firearm. If a child accesses the weapon and injures either themself or another person, you are liable.

In addition to local gun buyback programs, there are many resources to help keep our children and schools safe, including:

CA Department of Justice Firearm Safety (https://oag.ca.gov/firearms/tips)

Safe Storage in California (https://giffords.org/lawcenter/state-laws/safe-storage-in-california)

Secure Gun Storage (https://www.everytown.org/solutions/responsible-gun-storage)

Please take some time to review this information and evaluate your own personal practices to ensure that your family is in compliance with California law. Remember, gun owners may avoid criminal liability by storing their firearms in a locked container or secured with a locking device that renders the firearm inoperable. Thank you for keeping our children and schools safe.

California also prohibits any person from possessing a firearm on, or within 1,000 feet of, the grounds of a public or private school, with limited exceptions for law enforcement, active or honorably retired peace officers, members of the military, and armored vehicle guards acting within the scope of their duties, and for an unloaded firearm kept in a locked container or the locked trunk of a motor vehicle. This notice is provided pursuant to Education Code 48986.

Section 3: ATTENDANCE

A student's success at ECHS has a direct correlation with consistent and punctual attendance in class and school-related events. A student with good attendance records achieves higher grades, enjoys school more, is more successful in their pursuit of higher education, and is more employable after leaving school.

California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. It is ECHS policy that students attend class regularly; that work missed because of school-related activities or illness be promptly made up; that truancy is unacceptable; and that other absences approved by the parent/guardian be minimized or avoided whenever possible. Excessive absences and/or tardiness can be reason to dismiss a student from ECHS. Attendance also impacts ECHS' ability to provide its students with an outstanding educational program. When students are absent, ECHS' state funding is reduced.

Students must attend school in order to participate in any school-sanctioned after-school events, including those held off campus. This includes, but is not limited to, athletic practices and games (even as a spectator), school dances, clubs, and special events such as our Día de Los Muertos Festival, Spring Carnival, and Arts & Culture Night. Students who are absent for any part of the school day without a valid excuse will not be permitted to attend these activities. This policy helps ensure that academics remain the top priority and that all students are meeting their responsibilities during the school day.

PROCEDURE FOR CLEARING ABSENCES

When a student returns to school after being absent, he / she / they must provide the main office with an excuse note within three (3) days. Office staff will mark the absence accordingly. Absences that are not cleared within 3 days of the student's return to school will be considered an unexcused absence. Absences longer than 3 days due to illness require a doctor's note to excuse the absence. A student may not participate in any after-school extracurricular activity if he/she is absent from school on the day of the activity.

EXCUSED ABSENCES

California Education Code 48205 sets the absences that must be excused. An absence is excused when it is:

- Due to the student's illness, including an absence for the benefit of the student's mental or behavioral health;
- Due to quarantine under the direction of a county or city health officer;
- For the purpose of having medical, dental, optometrical, or chiropractic services rendered;
- For the purpose of attending the funeral services of, or grieving the death of, a member of the student's immediate family or a person the parent/guardian determines to be in such close association with the student as to be considered immediate family, limited to five days per incident;
- For the purpose of jury duty in the manner provided for by law;
- Due to the illness or medical appointment during school hours of a child for whom the student is the custodial parent, including an absence to care for a sick child, for which the school will not require a note from a doctor;
- For justifiable personal reasons, when the absence is requested in writing by the parent/guardian in advance and approved by the Principal or designee. Justifiable personal reasons include but are not limited to an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at a religious retreat, attendance at an employment conference, and attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization;
- For the purpose of serving as a member of a precinct board for an election;
- For the purpose of spending time with a member of the student's immediate family who is an active duty member of the uniformed services and who has been called to duty for, is on leave from, or has immediately returned from a deployment;
- For the purpose of attending the student's naturalization ceremony to become a United States citizen;
- For the purpose of participating in a cultural ceremony or event;
- For the purpose of participating in a civic or political event, provided the student notifies the school ahead of the absence. One full-day absence per school year is excused for this reason, and additional absences may be excused at the discretion of a school administrator;
- For the purpose of participating in military entrance processing;
- Following the death of a member of the student's immediate family, or of a person the parent/guardian determines to be in such close association with the student as to be considered immediate family, in order to (i) access services from a victim

services organization or agency, (ii) access grief support services, or (iii) participate in safety planning or take other actions to increase the safety of the student or their immediate family, including temporary or permanent relocation. These absences are limited to three days per incident, and additional days may be excused at the discretion of a school administrator;

- Authorized at the discretion of a school administrator.

For purposes of this section, immediate family means the student's parent or guardian, brother or sister, grandparent, or any other relative living in the student's household. Attendance at religious retreats may not exceed one school day per semester. Under Education Code 46014, a student may also be released to participate in religious exercises or to receive religious instruction away from school, for not more than four days per school month.

SCHOOL-EXCUSED ABSENCES include but are not limited to the following:

- Field Trips
- Academic events
- School office appointments
- Suspension

UNEXCUSED ABSENCES include but are not limited to the following:

- Absence for a reason that does not appear in the excused absence list above
- Unverified absence
- Truancy
- Absence due to leaving campus without permission
- A tardy of twenty minutes or more
- Absence due to taking an early vacation or extending a vacation

MAKING UP MISSED ASSIGNMENTS

Students must make up their assignments, tests, and quizzes when absent within the time period set by the teacher. Upon the first day of their return to school, it is the student's responsibility to check in with the teacher about missed work and due dates.

Teachers set their own class policies for returning work when absent, and a teacher may have a no late work policy. That policy does not apply to work missed during an absence excused under Education Code 48205. For any absence excused under Education Code 48205, a student's grade will not be reduced and the student will not lose academic credit if the missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Assignments missed during an excused absence of any length, including a single day, may be requested by calling the Main Office or emailing the teacher directly through PowerSchool. Teachers will submit requested assignments to the student office within 24 hours of the request. For an unexcused absence, a student may request missed work, but the teacher's late work policy applies and credit is not guaranteed.

Students whose absence is school-excused, or who are absent due to suspension, have the same right to make up assignments and tests that can reasonably be provided and to receive full credit on satisfactory completion. For suspensions, this right is provided by Education Code 48913.

LONG-TERM ABSENCE

The ECHS approach to learning works best when each student attends every day. Although occasional absences are unavoidable, long-term absences pose a special challenge to learning. Class participation and group projects are vital components of the ECHS program, and a student's long-term absence will seriously impact his/her mastery of important course concepts and skills. Parents/guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the main office with an estimate of how long the student will be absent. Periodic updates would be appreciated. ECHS faculty and staff will work on a case-by- case basis with

parents/guardians to help keep an extended-absent student from falling behind. A student must obtain a long-term absence study contract from administration, their counselor, and their teachers if leaving ECHS for an extended period. A student returning from an extended absence may require supplemental tutoring and/or remediation beyond ECHS to attain proficiency.

EXCESSIVE ABSENCES AND TRUANCIES

Truancy and ECHS-Lawndale's program are not compatible. When a student chooses to attend ECHS-Lawndale, it is assumed that they will not miss classes or activities. Truancy has a specific legal meaning. Under Education Code 48260, a student is classified as truant after being absent from school without a valid excuse for three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination of the two. A student who is truant will receive the written notification required by Education Code 48260.5.

Chronic Absenteeism. Under Education Code 60901, a student is a chronic absentee when the student is absent on 10 percent or more of the schooldays in the school year, counting both excused and unexcused absences, measured from the date of enrollment to the current date. At ECHS-Lawndale that is approximately 18 days in a full school year. Chronic absence is tracked separately from truancy. A student can be chronically absent without ever being truant, because excused absences count toward chronic absence and do not count toward truancy.

When a student is identified as chronically absent, the school will contact the student and the parent or guardian to identify barriers to attendance and to develop a plan of support. Continued chronic absence may result in referral to the school attendance review process, affects a student's eligibility for senior privileges as described in this handbook, and, for students in grades 9 through 12, may affect progress toward graduation. Attendance also determines the state funding ECHS-Lawndale receives, which supports the school's instructional program.

Separately, ECHS-Lawndale records an unexcused absence for internal attendance purposes when a student misses 20 minutes or more of a class period without a valid excuse. This is the school's own attendance standard and is stricter than the state truancy standard. It governs class attendance records, eligibility for senior privileges, and the 10 percent threshold described above. It does not change when a student is reported as truant or referred to SARB, which run on the 30-minute standard in Education Code 48260.

Even excused absences affect a student's learning and academic success. As a result, the following is ECHS-Lawndale's absence policy:

If at the end of a semester, a student has missed 10% of the school year or more (excused or unexcused absences), a student will not be enrolled into classes the following semester until a parent has submitted an appeal. Please provide a written request for an appeals hearing by the last day of the following semester. If an appeal is granted, the student **and** parent/guardian must both attend the hearing. The panel may consist of the Assistant Principal (or designee), Counselors, ECHS-Lawndale faculty. Students should be prepared to demonstrate proof of the extenuating circumstances, good attendance outside of the extenuating circumstances and completion of work missed both while absent and in class.

Students with excessive absences, tardies and truancy will be referred to the School Attendance Review Team (SART), Discipline Committee, or Student Attendance Review Board (SARB). Prior to referring to SARB, students and their parents/guardians will receive three written notices outlining ECHS-Lawndale attendance policy, the consequences that will result if excessive absences, tardies and truancies continue and the impending referral to SARB if attendance continues to be an issue. After three notices, ECHS-Lawndale will hold a pre-SARB meeting outlining the steps that will occur after referral to SARB.

ECS will make every effort to make contact and support students with excessive consecutive absences. After exhausting all attendance interventions, including sending letters home, making parent phone calls, holding parent meetings, and conducting home visits, ECS may withdraw the student if these efforts do not succeed in improving attendance. In such cases, ECS will recommend an educational program with the student's home district or a partnering school.

Students with unknown whereabouts may be withdrawn after all efforts to locate them have been exhausted. These efforts include sending letters home, making parent phone calls, holding parent meetings, contacting emergency contacts, and conducting home visits to known addresses. Even after withdrawal, the school will continue to attempt contact with the student to prevent them from dropping out. Once the student is located, ECS will support their enrollment in an educational

program where they can be successful.

TARDINESS

Students must arrive on time for all classes and activities. In between classes, students who are not in their seat when the class starts or arrives any time after a class/activity has begun without an excuse from an ECHS-Lawndale staff member earn an unexcused tardy. Any student who earns three unexcused tardies during the week may be recommended for detention at the end of the week. A tardy of greater than 30 minutes is considered truancy. Unforeseen circumstances and family situations may cause occasional lateness. In those cases, a student should bring a written excuse note to the main office.

Attendance Withdrawal

ECS will make every effort to make contact and support students with excessive consecutive absences. After exhausting all attendance interventions, including sending letters home, making parent phone calls, holding parent meetings, and conducting home visits, ECS may withdraw the student if these efforts do not succeed in improving attendance. In such cases, ECS will recommend an educational program with the student's home district or a partnering school.

Students with unknown whereabouts may be withdrawn after all efforts to locate them have been exhausted. These efforts include sending letters home, making parent phone calls, holding parent meetings, contacting emergency contacts, and conducting home visits to known addresses. Even after withdrawal, the school will continue to attempt contact with the student to prevent them from dropping out. Once the student is located, ECS will support their enrollment in an educational program where they can be successful.

PARENT NOTIFICATION

Upon each hour of class missed, the parent/guardian will be notified by ECHS' automated telephone system. Parent/guardian will be notified if a student has accumulated 10 hours of excused absences or 5 hours of unexcused absences in any class and that the student is in danger of receiving an automatic 'F' in the class (es) where the absences have occurred.

TARDINESS

Students must arrive on time for all classes and activities. Unexcused tardies occur if the student is not in their seat when the class starts and arrives any time after a class/activity has begun. A tardy of greater than 20 minutes is considered truancy. Tardies can affect the student's academic progress and hinder their ability to succeed in school. Appropriate follow-up will be administered during school hours. This includes but is not limited to, warnings, campus beautification, reflection projects and/or loss of participation in school events.

REFLECTION

Students who are truant and/or excessively tardy may be assigned reflection. Reflections may take place before school, after school, at lunch or on Saturdays. Students may be required to contribute community service as a part of their reflection assignment.

EXTRA-CURRICULAR ACTIVITIES

Students must attend school in order to participate in any school-sanctioned after-school events, including those held off campus. This includes, but is not limited to, athletic practices and games (even as a spectator), school dances, clubs,

and special events such as our Día de Los Muertos Festival, Spring Carnival, and Arts & Culture Night. Students who are absent for any part of the school day without a valid excuse will not be permitted to attend these activities. This policy helps ensure that academics remain the top priority and that all students are meeting their responsibilities during the school day.

ECHS STUDENT LEADERSHIP

The student leadership core is an important key to what happens at ECHS. Students, with the help of faculty, plan and carry out the many activities and events, which make ECHS a great school. There are many opportunities for students to become involved. The purpose of Student Leadership is to promote positive student morale and to plan, fund, and sponsor events throughout the year. A student can participate in a variety of roles on the Student Council. He/she can run for positions such as executive or other class officer positions. A student also may enroll in the Student Leadership elective (if available).

DANCES & SCHOOL SPONSORED EVENTS

Dress for most school-sponsored social events is regular social attire. Formal attire is suggested for specified dances. Any special attire will be announced prior to the dance. Any student who is not dressed appropriately will not be allowed into the dance. Please contact office staff if students need any assistance in obtaining formal or professional attire.

Students will be asked to present their ECHS ID Card to enter school-sponsored events. Students must remain inside or within specified areas once they have arrived. Once a student leaves the event, the student cannot return. Parents/guardians are expected to pick up their student immediately following the end of the event. Parents/guardians are also invited to help chaperone school events such as dances and parties. Students are expected to follow school rules at all school-sponsored events.

SPORTS TEAMS

ECHS is a member of the CIF and competes officially against other schools in athletics. The sports in which ECHS will field a team will depend on student and staff interest. Each student who participates on an ECHS team must meet CIF's rules for academic eligibility, which requires a minimum grade point average of 2.0. Moreover, if a student consistently has 2 or more F's during the athletic season they will be required to attend after school academic intervention and will not be allowed to attend games and practice unless they are making progress during their time in intervention. Additionally, each student must meet behavioral and attendance requirements and must be present at school on game or practice days in order to compete and practice with the team. Students who receive a borrowed ECHS sports uniform must return the uniform in the same condition at the completion of the season. Failure to return uniforms or any borrowed ecs sports equipment or gear will result in a fee to recoup the cost of the uniform.

Concussion and Head Injuries: A concussion is a brain injury that can be caused by a blow to the head or body, and all concussions are potentially serious. An athlete suspected of sustaining a concussion or head injury during a school-sponsored athletic activity will be removed from the activity for the remainder of the day and may not return until evaluated by, and cleared in writing by, a licensed health care provider. An athlete determined to have sustained a concussion must complete a graduated return-to-play protocol of not less than seven days under the supervision of a licensed health care provider. Each year, before the athlete begins practice or competition, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian. This requirement does not apply to an athlete participating in an athletic activity during the school day or as part of a physical education course.

Sudden Cardiac Arrest. Warning signs may include fainting or seizure during or after exercise, chest pain or discomfort, unusual shortness of breath, unexplained rapid heart rate, dizziness, or extreme fatigue. An athlete who displays any of these signs will be removed from participation and may not return until evaluated and cleared in writing by a licensed health care provider. Each year, before participation, a sudden cardiac arrest information sheet must be signed and returned by the athlete and the athlete's parent or guardian.

Automated External Defibrillators and Emergency Action Plan. Automated external defibrillators are available at

your school. Each athletic program maintains an emergency action plan describing the procedures to be followed in the event of sudden cardiac arrest or another medical emergency related to athletic activity, and the manner and frequency with which those procedures are reviewed and rehearsed. Coaches complete the California High School Coaching Education and Training Program, including training in cardiopulmonary resuscitation, first aid, recognition of and response to cardiac arrest, and certification in the use of an automated external defibrillator. The plan is available on request from the Athletic Director.

Insurance for Athletes. ECS ensures that all members of school athletic teams have accidental injury insurance covering medical and hospital expenses. Some students may qualify for no-cost or low-cost health insurance programs. Information is available by calling Covered California at 1-800-300-1506 or the Los Angeles County Department of Public Social Services at 1-866-613-3777.

Racial Discrimination, Harassment, or Hazing at Athletic Events. ECS prohibits racial discrimination, harassment, and hazing at athletic events. The standardized incident report form developed by the California Department of Education is posted on the school website.

CLUBS

ECHS has a variety of clubs or electives and adds new ones each year in response to students' interests. Clubs and electives are an excellent way for students to explore interests and build resumes for internships, jobs, college admissions and financial aid opportunities.

YEARBOOK

Each year, the Yearbook Staff is charged with the responsibility of documenting student life at ECHS. Through pictures and language, the student yearbook characterizes the year in review and is available for all ECHS students to purchase. Yearbook is a student activity run for and by ECHS students under the supervision of a faculty advisor. To become a member of the Yearbook staff, students should enroll in the Yearbook elective.

AFTER-SCHOOL PROGRAM

ECHS offers an after school program that is designed to enhance the rigor of the school, build community, and add to the activity offerings of the school. The program is made up of various opportunities that include remediation classes, advanced classes, clubs, and sports. Some of these courses are for-credit courses. Enrollment is free of charge and open to all students. All rules that apply to the regular school day also apply to students participating in the after school program. The Site Coordinator for after-school programming at ECHS, Natalia Arnold, can be reached at natalia_arnold@ecsonline.org.

DRESS CODE POLICY

We recognize that having and enforcing a dress code is not our students' favorite policy, however in order to ensure that our students, staff and campus is as safe as possible we require our dress code. It allows us to very quickly identify students from outside visitors to campus and ensures there is no affiliation with gangs on our campus. Your child's safety is our primary concern.

Dress Code Polo Shirt Colors:

Dress code is to be worn by all students and must be neat and clean. If you have trouble obtaining an ECHSL dress code shirt, please contact the office for assistance. The dress code policy will accommodate students' religious expression.

Violations to the dress code policy will result in school disciplinary action. If students are out of dress code, parents/guardians will be asked to bring the student a change of clothes. In the event that someone is NOT able to bring student appropriate clothing the following procedures will take place:

* Student will trade their inappropriate clothing AND an electronic device or something valuable in order to borrow clothing. At the end of the day, student's property is returned when ECHS-L's property is returned. **After 3 documented instances, there must be a parent meeting regarding dress code before the student returns to class.**

* If ECHS-L is unable to provide clothing and the dress wear is NOT revealing, students will attend classes as usual that day, but cannot return without a parent meeting with the Dean.

* If ECHS-L is unable to provide clothing and the dress wear IS revealing, students will NOT attend classes and must be picked up as soon as possible, but cannot return without a parent meeting.

Please be advised that we do not have "loaner" pants and parents will be asked to drop off an appropriate pair of pants or bottoms.

Dress Code Shirts / Sweatshirts with ECHSL logo can be purchased at:
Cactus Threads Embroidery
16704 Hawthorne Blvd. Lawndale, CA 90260

Shirts:
● Short sleeved, collared polo style shirts with one of the above solid colors (ECHSL logo is optional)
● ECHSL team jerseys can be worn by student athletes on game days.
● "Thursday University" - On Thursday students may wear any shirt or sweatshirt that represents the college or university of their choice.
● On Friday's students may wear:
○ ECHSL club shirts
○ ECHSL athletic shirts
○ ECHSL spirit shirts
Undershirts:
● Must be an official dress code color listed above.

Pants / Shorts:
● Black, khaki, gray or navy blue colored chino or dress pants
● Black, blue or gray jeans
● No ripped or bleached jeans, pants, or shorts
● Cannot fall below the waist / sag, and may not contain designs
● Shorts or skirts must be no more than 3 inches above the knee
● Sweatpants, leggings, and jeggings are not permitted

Outerwear: ● Jackets, sweaters, or sweatshirts must be the solid colors of the dress code ● Dress code must be visible under outerwear ● Hoods cannot be worn in the classroom. ● Non-ECHSL logos must be smaller than a quarter
Belt: ● One color solid black, brown, or blue ● Only school appropriate buckles
Hats: ● Students are allowed to wear ECHSL baseball caps or beanies with the official ECHS logo ● All other hats/beanies must be fully solid color (including logo) and from our dress code approved colors.
Shoes: ● Any shoe is acceptable
Field Trips: ● Students must be in dress code on field trips unless directed to wear professional dress by a teacher. Professional dress is subject to admin approval. ● Students not in dress code will not be permitted to attend field trips, unless otherwise noted by school staff.

Section 4: DISCIPLINE POLICY

The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. ECHS-Lawndale supports student behavior through our Advisory social emotional program, counseling services, advisory, and developmentally appropriate educational program and Restorative Justice practices.

ECHS-Lawndale's progressive discipline policy provides a progression of interventions that accompany each successive disciplinary referral. When a student receives a referral they meet with the principal, assistant principal or counselor and reflect on their actions, take a cooling-off period, and receive help in resolving ongoing issues. School activities and privileges may be revoked as a consequence with any referral. When a student violates classroom norms, teachers use interventions, such as verbal reminders, moving a student's seat, one on one after class conversations, or a phone call home. After documenting three interventions, including making contact with a parent/guardian, teachers issue students a recommendation for a referral/SRC.

For highly disruptive or unsafe behaviors, students can receive an immediate referral (SRC). More serious school violations, include, but are not limited to:
- Physical violence
- Threatening others
- Vandalism
- Jeopardizing the safety of others
- Theft any other illegal or dangerous activities

These violations may result in immediate suspension or referral to expulsion..
In the interest of ensuring success, students are expected to:

1. Attend school
2. Be on time
3. Be responsible
4. Respect themselves and others

Policy for Academic Honesty

All ECHS students are expected to think for themselves and do their own work.
Below are some types of academic dishonesty that are unacceptable at ECHS-Lawndale:

These types of academic dishonesty:

● **Cheating**: Attempting to use or using unauthorized material or information as study aids in any academic exercise. Visually or verbally receiving or giving information during tests, quizzes & examinations when not specifically allowed by the instructor are also forms of unauthorized assistance & are defined as cheating.
● **Counterfeit Work**: Includes work turned in as one's own that was created, researched, or produced by someone else, AI generated, turning in a report of another's research, submitting a paper researched or written by someone else, having someone else take a test, submitting joint projects as solely one's own &/or sharing one's own work with another student are all forms of counterfeit work and are unacceptable.
● **Falsification of Academic Records**: Knowingly & improperly changing grades on transcripts, grade sheets, electronic data sheets, related documents, academic reports, tests & projects is an act of academic dishonesty.
● **Falsification of Data or Creation of False Data**: Considered an act of academic dishonesty in research or experimental procedures. For example, misrepresenting the results of the action research for your senior thesis is falsifying data.
● **Plagiarism**: Plagiarism is passing off another person's work as one's own by taking and presenting as one's own the ideas, research, writings, creations, or interventions of another--whether the source is a student or a professional in some field. Plagiarism is theft--using words and ideas of another person as if they were one's own. For example, in written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source, the issue of plagiarism arises. Exact copying should be enclosed in quotation marks & be appropriately documented in the footnotes or endnotes that indicate the source of the quotation. Paraphrasing, when the basic sentence structure, phraseology, & unique language remain the same, is also plagiarism. When in doubt about these matters, it is the student's responsibility to seek guidance from the instructor of the course. Paraphrasing without acknowledgement of authorship is also plagiarism & is as serious a violation as an unacknowledged quotation.
● **Theft**: Communicating all or any part of tests or answer sheets, specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, & theft of completed tests constitutes academic dishonesty.
● **Unauthorized Reuse of Work**: Turning in the same work to more than one class without consent of the instructors involved constitutes academic dishonesty.
● **Use of Artificial Intelligence (AI) Tools:** The use of generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Google, Gemini, Claude, etc.) is strictly limited to academic purposes explicitly authorized by the student's teacher. Permitted uses may include research, data analysis, idea generation, or editing—as directed in writing or verbally by a teacher. Using AI to complete assignments without approval or to misrepresent one's work is considered a violation of the Academic Honesty Policy.

All of the above examples of academic dishonesty interfere with the learning process. Failure to adhere to standards of academic integrity can result in:

● A parent/guardian conference
● Referral to an administrator & SRCs
● A student-teacher contract
● Suspension from class or from school

● Permanent removal from a class with a grade of Fail

Violation	Procedure	Resulting Penalty
First Offense of Cheating, Plagiarism &/or Academic Theft	Teacher reports of academic dishonesty to an administrator, & the violation will be included on your discipline report for the remainder of the high school career.	● Student receives an SRC ● The student will earn an F (0) for the work in question until a corrected version of the assignment is submitted. Corrected work must be submitted within three - five days of the date of the violation. The grade on the assignment may be marked down one grade. ● A conference will be held with the student, an administrator & the teacher of the course where the offense occurred. ● Parent(s)/guardian(s) will be notified of the plagiarism, cheating &/or academic theft.
Second Offense of Cheating, Plagiarism &/or Academic Theft	Teacher reports the academic honesty to an administrator, & the violation will be included on your discipline report for the remainder of the high school career.	● Student receives another SRC ● The student will earn an F (0) for the work in question until a corrected version of the assignment is submitted. Corrected work must be submitted within three - five days of the date of the violation. The grade on the assignment may be marked down two letter grades. ● Parent(s)/guardian(s) will be notified of the plagiarism, cheating and/or academic theft; a mandatory parent/guardian conference with the student, teacher, and Assistant Principal of Student Services will be required for re-entry into the course.
Third Offense of Cheating, Plagiarism &/or Academic Theft	Teacher reports the academic honesty to an administrator, & the violation will be included on your discipline report for the remainder of the high school career.	● Student receives another SRC and will be subject to the school's discipline policy for the receipt of 3 or more SRCs. ● The student will earn an F (0) for the work in question & will not be able to resubmit corrected work for credit. ● The administrator &/or Principal will process the student's in-school suspension as warranted. ● Student privileges will be revoked for the semester, i.e., a senior would not be able to walk in the graduation ceremony. ● Parent(s)/guardian(s) will be notified of the plagiarism, cheating and/or academic theft, the suspension and the automatic "F" given for the assignment or semester*. A required parent/guardian conference will be held with student, teacher & school administrator

		before the student may return to class after the in-school suspension * If a student has more than two offenses in the same course, the student will receive an automatic fail for that course.

STUDENT RESPONSIBILITY CONTRACT (SRC)

The SRC process begins when a student exhibits inappropriate school behavior in or outside of the classroom.

SRC/Referral #1: The first time a student is given a referral, he or she will work with the school administrator or counselor to create a plan that involves strategies to change the student's behavior before returning to the classroom. Other disciplinary action may be assigned as deemed appropriate by a school administrator. The parent/guardian will be contacted and notified by phone or other means, and the Referral process will be explained. If the Referral is accompanied by a suspension, see the rules for suspension/expulsion.

SRC/Referral #2: The second time a student is given a referral , parent/guardian and student will need to meet with a school administrator or counselor. Disciplinary action may be assigned as deemed appropriate by a school administrator or principal. IIf the referral is accompanied by a suspension, see the rules for suspension/expulsion.

SRC/Referral #3: The third time a student is given a Referral, parent/guardian and student will conference with a school administrator or counselor and parent/guardian must shadow the student prior to their return to class. Disciplinary action may be assigned as deemed appropriate by a school administrator. If the Referral is

accompanied by a suspension, see the rules for suspension/expulsion.

SRC/Referral #4: The fourth time a student is given a Referral, parent/guardian and student will conference with the school administrator or designee. The student may receive an in-house or at-home suspension, and parents/guardians must shadow the student for one day prior to the student's returning to class. The school administrator or designee may create a behavior contract with the student. The contract may include but is not limited to tutoring, counseling, community service, parent/guardian attendance in class, probation, suspension, and expulsion. Should the student breach his or her contract, the student may be recommended for expulsion.

SRC/Referral #5: Expulsion hearing with the ECS Board-appointed committee.

SAFE PLACE TO LEARN ACT

California's Safe Place to Learn Act requires ECHS-Lawndale to work continuously to reduce discrimination, harassment, violence, intimidation, and bullying, and to strengthen the connections between students and supportive adults at school.

ECS has adopted the Harassment, Intimidation, Discrimination and Bullying Policy, board approved April 2026, which prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 220 or Penal Code 422.55, or association with a person or group with one or more of these actual or perceived characteristics. The policy applies to all acts related to school activity or school attendance.

Staff Duty to Intervene: A school employee who witnesses an act of discrimination, harassment, intimidation, or bullying is required to intervene when it is safe to do so.

How to Report: A student, parent, or guardian may report an incident to any staff member, to the Principal, or by filing a complaint under the Uniform Complaint Procedures described in Section 2 of this handbook. A complaint may be filed confidentially, and ECHS-Lawndale prohibits retaliation against anyone who reports an incident or participates in an investigation. ECS will investigate and issue a written decision within 60 calendar days.

Where This Information Is Posted: The policy, the process for filing a complaint, and the contact information for the staff member responsible for receiving complaints are posted in the main office and in other prominent locations at the school, and are available on the ECHS-Lawndale website. Printed copies are available at no cost from the Main Office.

The staff member responsible for receiving complaints is Sarah Jamieson, Director of Human Resources, Title IX Coordinator and UCP Compliance Officer, sarah_jamieson@ecsonline.org, 310-874-9441.

ANTI-HARASSMENT AND BULLYING POLICY

ECHS-Lawndale prohibits discrimination, harassment, intimidation, and bullying of any student based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 220 or Penal Code 422.55, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance.

Bullying means severe or pervasive physical or verbal conduct, including communication made in writing or by electronic act, directed toward a student that has or can reasonably be predicted to have the effect of placing the student in fear of harm to themselves or their property, causing a substantially detrimental effect on the student's physical or mental health, or substantially interfering with the student's academic performance or ability to participate in or benefit from school services, activities, or privileges. Bullying includes cyberbullying, such as messages, posts, images, or recordings transmitted electronically, and includes creating a false or impersonating online profile.

If a school employee witnesses an act of discrimination, harassment, intimidation, or bullying, the employee is required to intervene when it is safe to do so. A student or parent may report an incident to any staff member, to the Principal, or by filing a complaint under the Uniform Complaint Procedures described in Section 2 of this handbook. A complaint may be filed

confidentially, and ECHS-Lawndale prohibits retaliation against anyone who reports an incident or participates in an investigation. The ECS Harassment, Intimidation, Discrimination and Bullying Policy, board approved April 2026, and the ECS Title IX Policy Prohibiting Discrimination Based on Sex, board approved April 2026, govern and are available in the Main Office and on the school website, together with the materials used to train Title IX personnel.

DEHUMANIZING LANGUAGE OR ACTIONS TARGETING RACE/ETHNICITY, GENDER, & SEXUAL ORIENTATION

ECHS is a school that will provide a safe space for all students and will ensure that they are not subject to dehumanizing language or actions based on their race/ethnicity, gender and/or sexual orientation. Students who make others feel less than or unsafe through the use of dehumanizing language that targets, race/ethnicity, gender and/or sexual orientation are subject to disciplinary action.

1st Incident:

Reflection Break, and conversation with Administrator (Intervention)
Parent is notified
Restorative process
Intervention

2nd Incident:

In addition to the actions listed above

Student(s) will complete a 2-page writing assignment which will include the following:

1) History & significance of the language used

2) Implications of the language used

3) Reflection: What did you learn through this process? What lessons will you apply in your life?

*The letter must be signed by a parent or guardian.
*Students will have 1 week to complete the writing assignment.
*Writing Assignment will be turned into administration / counselors and a follow-up conversation will occur

Students may be required to make presentations to a class or classes or a group of stakeholders. 3rd Incident + after:

Student(s) receive a Referral and a parent conference is held.

Administration reserves the right to administer a referral after any incident involving dehumanizing language or actions based on their judgment of the severity of the harm, as well as the intention behind the usage of the language or the actions that took place.

GROUNDS FOR SUSPENSION & EXPULSION

A student may be suspended or expelled for any of the acts listed below if the act is related to school activity or school

attendance occurring at ECHS-Lawndale or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

- Breached an ECHS-Lawndale Contract
- Inflicted physical injury
- Possessed dangerous objects including weapons or knives
- Possessed drugs or alcohol (policy determines which offense)
- Sold look-alike substance representing drugs or alcohol
- Committed robbery/extortion
- Caused damage to property
- Committed theft or received stolen property
- Used tobacco (policy determines which offense)
- Committed obscenity/profanity/vulgarity
- Possessed or sold drug paraphernalia
- Disrupted school activities
- Possessed imitation firearm
- Committed sexual harassment
- Harassed, threatened or intimidated a student witness
- Committed hazing
- Engaged in an act of bullying,including electronic bullying, as defined by Education Code Section 48900(r)
- Caused or participated in hate violence as defined in Education Code Section §48900.3
- Engaged in harassment or threats against staff or students
- Made terroristic threats against school property or staff
- Violated ECHS-Lawndale policies as outlined in the student handbook

A student who commits one of the non-discretionary offenses listed under "Expulsions" below shall be immediately suspended and recommended for expulsion, and the Expulsion Committee must order the student expelled. Alternatives to suspension or expulsion may be used with students who are truant, tardy, or otherwise absent from assigned school activities.

DISCIPLINE OF STUDENTS WITH DISABILITIES

In the case of students with disabilities, ECHS-Lawndale will comply with the discipline procedures set forth in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. ECHS-Lawndale will immediately notify the El Dorado Charter SELPA and coordinate the procedures in this policy with regard to the discipline of any student with a disability.

Services During Suspension: A student with a disability who is suspended for more than ten (10) school days in a school year will continue to receive services enabling the student to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP or Section 504 Plan. The student will also receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior so that it does not recur. These services may be provided in an interim alternative educational setting.

Manifestation Determination: Within ten (10) school days of a recommendation for expulsion, or of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, ECHS-Lawndale, the parent/guardian, and relevant members of the IEP or Section 504 team will review all relevant information in the student's file, including the IEP or Section 504 Plan, teacher observations, and information provided by the parent, to determine whether the conduct was caused by, or had a direct and substantial relationship to, the student's disability, or was the direct result of a failure to implement the IEP or Section 504 Plan. If either is the case, the conduct is a manifestation of the student's disability, and the student will not be expelled for that conduct. The team will then conduct a functional behavioral

assessment and implement a behavior intervention plan, or review and modify an existing plan, and will return the student to the placement from which the student was removed unless the parent and ECHS-Lawndale agree to a change of placement.

Student records and all information related to these proceedings are handled in accordance with FERPA and applicable confidentiality laws.

DISCIPLINE OF STUDENTS WITH 504 PLANS

Students with Section 504 Plans will be afforded the following protections: As the 504 student's cumulative suspensions approach a total of 10 days, the Student Success Team must meet to hold a re-evaluation meeting. The purpose of this meeting is to determine whether the misconduct of the student is caused by the student's disabling condition and whether the student's current educational placement is appropriate. If the student's Section 504 Plan and placement are appropriate, and if it is determined that the behavior is not the result of the student's disabling condition, the school may proceed in the same manner as it would with non-disabled students.

NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, an ECHS employee 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials 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.

At the conference, the pupil shall be informed of the reason 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.

The conference may be omitted if the ECHS Principal 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 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.

No penalties may be imposed on a pupil for failure of the pupil's parent/guardian or to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent/guardian or at the conference.

TIME LIMITS FOR SUSPENSION & EXPULSION

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

ADMINISTRATIVE HEARING

Upon a suspension that may lead to a recommendation by the Principal or Designee for expulsion, the pupil and the pupil's representative will be invited to an administrative hearing to determine if the suspension for the pupil should be extended pending an expulsion hearing. Determination will be made by the ECHS Principal or Designee upon either of the following findings:

1) The pupil's presence is disruptive to the education process; or
2) The pupil poses a threat or danger to others.
Upon this determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

EXPULSIONS

AUTHORITY TO EXPEL

The initial recommendation to expel a student is at the discretion of the Principal or the Administrative Hearing Team. The final recommendation for expulsion rests with the Expulsion Hearing Committee, which conducts the hearing. The Expulsion Hearing Committee is a fair and impartial panel of staff representatives assigned by ECS leadership who were not involved in the incident. An ECS Board member may be invited to serve on the Committee; to avoid a conflict of interest, that member may not vote on the expulsion decision and must be recused from the Board's subsequent consideration of expulsion ratification. A minimum of three Committee members must be present for the hearing to proceed. Committee members receive annual training in expulsion procedures, confidentiality rules, public meeting rules, and conflict of interest rules, and each signs a confidentiality and conflict of interest agreement.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 school days after the Principal or the Principal's designee determines that the student committed an act subject to expulsion.

NOTICE OF THE EXPULSION HEARING

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

- The date, time, and place of the expulsion hearing;
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based, with a summary of the evidence;
- A copy of the school's disciplinary rules that relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- An explanation of the opportunity for the student or the student's parent/guardian to meet with a wellness team member to review and discuss the expulsion process;
- An explanation of the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses; and
- Notice that the hearing is private by default and that the student may request a public hearing.

The student and parent/guardian will be provided reasonable accommodations and language supports as necessary.

CONDUCTING THE HEARING

The hearing opens with introductions and a statement of its purpose, attendance is confirmed, and Committee members are asked to disclose any conflict of interest on the record. The school presents its evidence and witnesses first, the student and family present theirs next, and both sides and the Committee may then ask questions. Technical rules of evidence do not apply; hearsay is permitted but is not sufficient on its own to support a decision. The student has the right to inspect the evidence in advance, to present evidence and witnesses, to question opposing witnesses, and to be represented by an advocate or legal counsel.

DELIBERATION AND DECISION

The Committee deliberates in private. Its decision must be based on whether the incident occurred within the school's authority, whether there are valid Education Code grounds for expulsion, whether the evidence comes from a reliable source or witness, whether other means of correction were attempted where the offense is discretionary, and whether due process

was followed.

SUSPENDED ENFORCEMENT OF AN EXPULSION ORDER

The Expulsion Hearing Committee may suspend enforcement of an expulsion order for a period of not more than one calendar year from the date of the expulsion hearing and return the student to their previous educational program under probationary status and a rehabilitation plan determined by the Committee. The Committee may revoke the suspension if the student commits any of the enumerated offenses or violates any of the school's rules governing student conduct, in which case the student may be expelled under the terms of the original order. The Committee applies these criteria equally to all students, including individuals with exceptional needs as defined in Education Code 56026, and otherwise complies with Education Code 48917.

EXPULSION DECISION AND BOARD RATIFICATION

The determination of the Expulsion Hearing Committee is made in the form of written findings of fact and a written recommendation for expulsion. The ECS Board of Directors must vote in closed session at its next regularly scheduled meeting to either ratify or reject the expulsion decision. The closed session is agendized using non-identifying references to the student.

If the Expulsion Hearing Committee decides not to recommend expulsion, or the Board of Directors ultimately decides during the ratification or appeal process not to expel, the student will immediately be returned to their previous educational program, with a reentry plan and the date the student will return to class.

WRITTEN NOTICE TO EXPEL

A written decision is issued within three (3) school days. The Principal or designee, following a decision of the Expulsion Hearing Committee to expel, will send written notice of the decision to expel to the student or parent/guardian. This notice will include:

- The specific offense committed by the student for any of the acts listed in Grounds for Suspension and Expulsion, and the Education Code section violated;
- The written findings of fact supporting the decision;
- Notice of the right to appeal the expulsion, with expulsion appeals brought to the ECS Board of Directors, and the deadline to file;
- 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 ECHS-Lawndale;
- Notice that the expulsion will be included in the student's cumulative record;
- The rehabilitation plan for the student, and the date on which the student may apply for readmission; and
- A description of the readmission procedure.

The ECHS-Lawndale Principal or designee will send written notice of the decision to expel to the student's district of residence and to the Lawndale Elementary School District. That notice will include the student's name, the specific offense committed, and the rehabilitation plan.

DISCIPLINARY RECORDS

ECHS-Lawndale maintains records of all student suspensions and expulsions, and makes those records available to the chartering authority on request. The cumulative file is updated and notification is sent to the student's district of residence.

EXPULSION APPEAL AND BOARD REVIEW

If a student is expelled, the student or the student's parent/guardian may file a written appeal asking the ECS Board of Directors to reconsider the expulsion determination. The appeal must be filed within ten (10) calendar days following the written notice to expel, or within five (5) school days of the date the parent/guardian receives the written decision to expel, whichever period ends later.

The ECS Board of Directors will convene an appeal hearing within ten (10) school days of receipt of the written appeal. The appeal will be heard in closed session, complying with all student confidentiality rules under FERPA, unless the student makes a written request for a hearing in open session at least three (3) school days before the scheduled hearing. The student and parent/guardian or representative may attend the appeal hearing and present evidence and documents in

support of the appeal, and will be provided reasonable accommodations and language supports as necessary.

The scope of the Board's review is limited to 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 expulsion hearing; whether the Expulsion Hearing Committee acted without or in excess of its jurisdiction; whether there was a fair hearing; and whether there was a prejudicial abuse of discretion in the hearing. The Board member who served on the Expulsion Hearing Committee will not participate in the Board's hearing, deliberations, or vote on the appeal.

The decision of the ECS Board of Directors is final. The parent/guardian will be notified of the Board's decision in writing within three (3) school days of the date of the appeal hearing. If the Board reverses the expulsion, the student will be immediately reinstated.

CONTINUED EDUCATION AND STUDENTS WITH DISABILITIES

A manifestation determination will be conducted if the student has an individualized education program or a Section 504 plan, as described in the Discipline of Students with Disabilities and Discipline of Students with 504 Plans sections of this handbook. ECS will ensure the student's continued education in an alternative setting if the student is expelled. FERPA and student confidentiality requirements apply throughout the process.

REHABILITATION PLANS

Students who are expelled from ECHS-Lawndale are given a rehabilitation plan upon expulsion, developed by the Expulsion Hearing Committee at the time of the expulsion order. The plan may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to ECHS-Lawndale for readmission.

ALTERNATIVE EDUCATIONAL PROGRAMS FOR EXPELLED STUDENTS

If a decision is made to expel a student from ECHS-Lawndale, the school will work cooperatively with the student's district of residence to assist with the educational placement of the expelled student. As permitted by law, ECHS-Lawndale will communicate any incident of violent or serious behavior to the district or school to which the student matriculates.

READMISSION

The decision to readmit a student, or to admit a previously expelled student from another school district or charter school, is made by the ECS Board of Directors' Expulsion Hearing Committee, following a meeting with the Superintendent or designee and the student and parent/guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and whether the student poses a continuing threat to campus safety or to others. The Superintendent or designee will make a recommendation to the Board of Directors following that meeting. The Board will then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken consistent with the requirements of the Brown Act. The student will be readmitted unless the Board finds that the student has not complied with the rehabilitation plan, that the student continues to pose a danger to campus safety or to students or employees, or that there is not capacity in the appropriate grade level at the time the student seeks readmission.

NOTICE TO TEACHERS

ECHS-Lawndale notifies teachers of each student who has engaged in, or is reasonably suspected to have engaged in, any of the acts listed in Education Code 49079 and the corresponding enumerated offenses set forth in Grounds for Suspension and Expulsion.

Section 5: TRANSPORTATION AND PARKING

SKATEBOARDS, SCOOTERS AND BIKES

Students may ride a skateboard, scooter or bike to school. Upon arriving on campus, students must store their

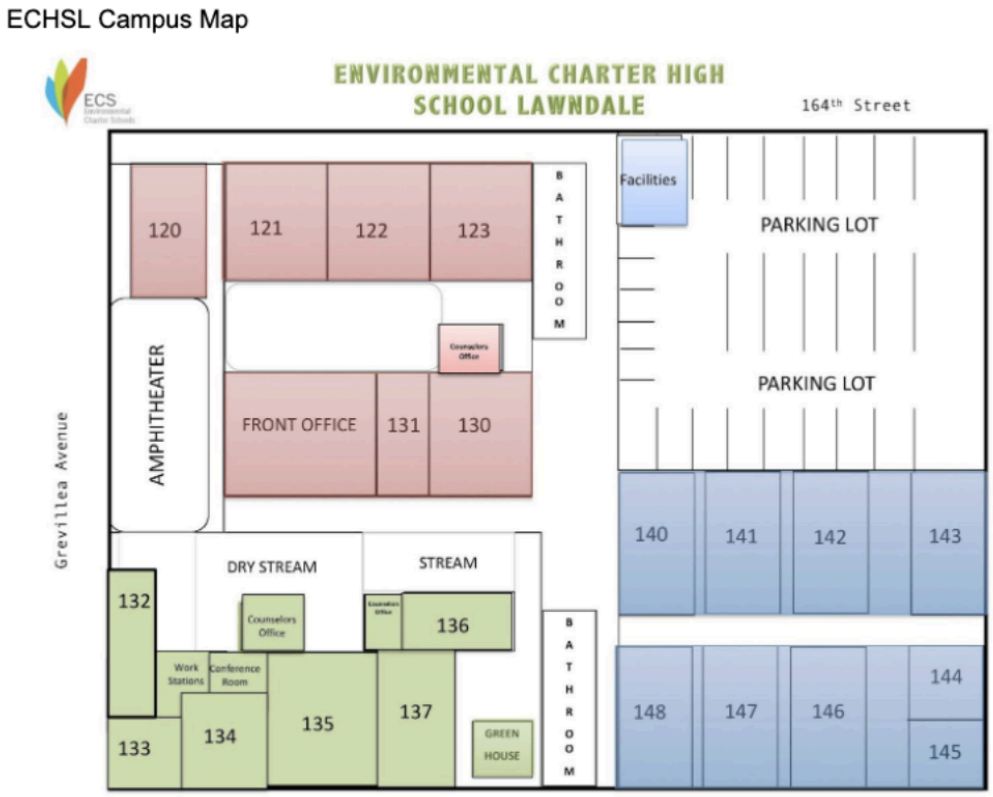
skateboard, scooter and/or bike in designated storage areas. Students may not ride their skateboard, scooter or bike during the school day. Skateboards, scooters and bikes rode during the school day will be confiscated. Only the parent/guardian may retrieve the confiscated item. ECHS is not responsible for any loss of equipment.

STUDENT PARKING

No student may park on the school campus. Exceptions to this may be requested from the school administrator. Students may not park on the streets adjacent to the school and will be ticketed if they do so.

MAP OF ECHS CAMPUS

ECHS campus is located at 16315 Grevillea Ave. Lawndale, CA.



If arriving at ECHS by vehicle please use the entrance to the drop-off zone along 164th Street or 163rdStreet.
**DO NOT STOP IN THE INTERSECTIONS or drop students off in areas that are not designated drop off zones. Once a student arrives on campus, he/she must report directly to their class.

Section 6: CALENDAR

Month	Mon	Tue	Wed	Thu	Fri	Qtr	ECHS-L 2026-27 Academic Calendar ECHS Event
August	3	4	5	6	7		8/3-8/7 New Teacher PD
	10	11	12	13	14		8/10-8/14 Summer PD
	17	18	19	20	21	Q1 (8 wks)	8/17 First Day of School
	24	25	26	27	28		
September	31	1	2	3	4		
	7	8	9	10	11		9/7 Labor Day (Holiday)
	14	15	16	17	18		
	21	22	23	24	25		
October	28	29	30	1	2		
	5	6	7	8	9		
	12	13	14	15	16	Q2 (9 wks)	10/12 Q2 Teacher Planning Day (Student-Free Day)
	19	20	21	22	23		10/23 Parent Conferences (Minimum Day)
	26	27	28	29	30		10/26 - 28 9th Grade Catalina Trip
November	2	3	4	5	6		
	9	10	11	12	13		11/11 Veterans' Day (Holiday)
	16	17	18	19	20		11/19 - 20 11th Grade Camp Daley Trip
	23	24	25	26	27		11/23-11/27 Thanksgiving (Holiday)
December	30	1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		12/16 Last Day of Semester 1
	21	22	23	24	25	Winter Break	12/17-1/6 ECS Winter Break 12/21-1/5 ECS 12 Month Employee Break
	28	29	30	31	1		
January	4	5	6	7	8		**1/4 S1 Grades Due**
	11	12	13	14	15	Q3 (8 wks)	1/7 Q3 Teacher Planning Day (Student-Free Day) 1/8 Teacher Collaboration: Intersession Planning Day (Student-Free Day) 1/11 First Day of Semester 2
	18	19	20	21	22		1/18 MLK Jr. Day (Holiday)
	25	26	27	28	29		
February	1	2	3	4	5		
	8	9	10	11	12		
	15	16	17	18	19		2/15 Presidents' Day (Holiday)
	22	23	24	25	26		
March	1	2	3	4	5		3/5 Parent Conferences (Minimum Day)
	8	9	10	11	12	Q4 (9 wks)	3/8 Q4 Teacher Planning Day (Student-Free Day)
	15	16	17	18	19		3/19 Farmworkers Day Observed (Holiday)
	22	23	24	25	26	Spring Break	3/22-3/26 ECS Spring Break
April	29	30	31	1	2	Q4 (9 wks continued)	4/1-2 10th Grade Trip Big Bear (Camp Whittle)
	5	6	7	8	9		
	12	13	14	15	16		4/12 Teacher Collaboration (Student-Free Day): Intersession Refinement Day #1
	19	20	21	22	23		
	26	27	28	29	30		
May	3	4	5	6	7		
	10	11	12	13	14		5/14 Teacher Collaboration (Student-Free Day): Intersession Refinement Day #2
	17	18	19	20	21	Intersession (4 wks)	
	24	25	26	27	28		**5/26 S2 Grades Due**
June	31	1	2	3	4		5/31 Memorial Day (Holiday)
	7	8	9	10	11		6/9 ECHS Last Day of School (Minimum Day) 6/10 Teacher Collaboration: Intersession Analysis Day (Student-Free Day) 6/11 EOY Teacher Planning Day: S2 Grading, Reflection & EOY Checklist (Student-Free Day)
	14	15	16	17	18	Summer	6/18 Juneteenth
	21	22	23	24	25		

Section 7: BELL SCHEDULE

Regular Week Schedule

Monday: Even Blocks, no Advisory, Staff PD	
Period 2	8:30 AM - 10:08 AM
Period 4	10:13 AM - 11:51 AM
Lunch	11:51 AM - 12:28 PM
Period 6	12:33 PM - 2:12 PM
Staff PD/Meetings	2:25-4:25

Tuesday/Thursday Odd Blocks	
Period 1	8:30 AM - 10:08 AM
Period 3	10:13 AM - 11:51 AM
Lunch	11:51 AM - 12:28 PM
Period 5	12:33 PM - 2:11 PM
Period 7	2:16 PM - 3:54 PM

Wednesday: Even Blocks, and advisory	
Period 2	8:30 AM - 10:08 AM
Period 4	10:13 AM - 11:51 AM
Lunch	11:51 AM - 12:28 PM
Period 6	12:33 PM - 2:12 PM
Advisory	2:17-3:11

Friday, 5 day week: All Classes	
Period 1	8:30 AM - 9:18 AM
Period 2	9:23 AM - 10:11 AM
Period 3	10:16 AM-11:03 AM
Period 4	11:08 AM - 11:55 PM
Lunch	11:55 PM - 12:32PM
Period 5	12:37 PM - 1:25 PM
Period 6	1:30 PM - 2:18 PM
Period 7	2:23 PM - 3:11 PM

Special Schedule Days

Fridays on 4-day weeks	
Period 2	8:30 AM - 10:08 AM
Period 4	10:13 AM - 11:51AM
Lunch	11:51 AM - 12:28 PM
Period 6	12:33 PM - 2:12 PM
Advisory	2:17 PM - 3:11 PM

On these 8 occasions we would have advisory 2 times per week

Friday, Conference Schedule 10/23 and 3/5	
Period 1	8:30 AM - 9:09 AM
Period 2	9:14 AM - 9:53 AM
Period 3	9:58 AM - 10:37 AM
Period 4	10:42 AM - 11:21 AM
Lunch	11:21 AM - 11:58 PM
Period 5	12:03 PM - 12:42 PM
Period 6	12:47 PM - 1:26 PM
Period 7	1:31 PM - 2:11 PM

Minimum Day (Last Day of School)	
Period 1	8:30 AM - 9:00 AM
Period 2	9:05 AM - 9:35 AM
Period 3	9:40 AM-10:10 AM
Period 4	10:15 AM - 10:45 AM
Nutrition Break	10:45 AM - 10:55 AM
Period 5	11:00 AM - 11:30 AM
Period 6	11:35 AM - 12:05 PM
Period 7	12:10 PM - 12:40 PM

Section 8: Recent UPDATES

Food Delivery Services (UberEats, DoorDash, etc.)

ECHS will not allow food ordering from vendors such as Ubereats, Grubhub, DoorDash, etc. at any time. Students will not be allowed to leave class to pick up food orders at any time. If parents want to drop off food it must be left in the front office and students may pick it up at lunch or after school. The school reserves the right to modify this policy as it deems appropriate. ECHS provides a National School Lunch Program compliant meal every day and students are encouraged to eat the food provided to them.

Attendance Withdrawal

ECS will make every effort to make contact and support students with excessive consecutive absences. After exhausting all attendance interventions, including sending letters home, making parent phone calls, holding parent meetings, and conducting home visits, ECS may withdraw the student if these efforts do not succeed in improving attendance. In such cases, ECS will recommend an educational program with the student's home district or a partnering school.

Students with unknown whereabouts may be withdrawn after all efforts to locate them have been exhausted. These efforts include sending letters home, making parent phone calls, holding parent meetings, contacting emergency contacts, and conducting home visits to known addresses. Even after withdrawal, the school will continue to attempt contact with the student to prevent them from dropping out. Once the student is located, ECS will support their enrollment in an educational program where they can be successful.