



Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on December 2, 2022 at 4:47 PM PST

Date and Time

Thursday December 8, 2022 at 10:00 AM PST

Location

The meeting will be held virtually.

Join by telephone or via Zoom conferencing link below:

Dial In: +1 669 444 9171 US

Meeting ID: 878 7735 4374

Join URL: <https://us06web.zoom.us/j/87877354374>

MISSION STATEMENT

Excel Academy will provide flexible, personalized learning through a customized course of study that will educate, motivate, and instill a love of learning in each individual student. Teachers and parents will join together to maintain high expectations and promote academic excellence for all students creating the next generation of leaders.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to

attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools.

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
A. Call the Meeting to Order		William Hall	1 m
B. Record Attendance		William Hall	1 m
Roll Call: William Hall, President Michael Humphrey, Vice President Steve Fraire, Clerk Susan Houle, Member Larry Alvarado, Member			
II. Approve/Adopt Agenda			10:02 AM
A. Agenda	Vote	William Hall	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of December 8, 2022.			
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Susan Houle Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
III. Approve Minutes			10:03 AM
A. Minutes of the Regular Board Meeting held on November 10, 2022	Approve Minutes	William Hall	1 m
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Susan Houle Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
IV. Board Governance			10:04 AM
A. Approval of Resolution No. 2022-10-13 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361	Vote	William Hall	3 m

	Purpose	Presenter	Time
It is recommended the Board approve Resolution No. 2022-10-13 authorizing continued use of remote teleconferencing provisions pursuant to AB 361 and Government Code section 54953.			

Option 1

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safety in person.

Option 2

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

Roll Call Vote:

William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. Full Board Audit Committee, Fiscal Year 2022-23	Vote	William Hall	5 m
---	------	--------------	-----

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m).

V. Public Comment - Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under Public Comments/Recognition/Reports.

VI. Adjourn to Closed Session

The Board will consider and may act on any of the Closed Session matters.

Roll Call Vote:

William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

VII. Closed Session 10:12 AM

A. A. Closed Session	Discuss	William Hall	15 m
-----------------------------	---------	--------------	------

Conference with Legal Counsel - Existing Litigation (Gov. Code Section 54956.9(d)(1))

Teshami Reid v. The Collaborative Charter Services Organization, et al.

	Purpose	Presenter	Time
Yvette Lares v. The Collaborative Charter Services Organization, et a			

VIII. Reconvene Regular Meeting 10:27 AM

A. Report out any action taken in closed session.	Discuss	William Hall	5 m
---	---------	--------------	-----

IX. Pledge of Allegiance 10:32 AM

A. Led by Board President or Designee			1 m
--	--	--	-----

X. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

XI. Correspondence/Proposals/Reports 10:33 AM

A. School Highlights Presentation - Presented by Heidi Gasca, Executive Director/CEO	Discuss	Heidi Gasca	5 m
B. Multi-Tiered System of Supports (MTSS) Presentation - Presented by April Saade, Assistant Director of Intervention	Discuss	April Saade	8 m

XII. Consent 10:46 AM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.

A. Consent - Business/Financial Services

1. Check Register - November 2022

B. Consent - Education Student/Services

1. Approval of School-Parent Compact

C. Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Employee Handbook Mid-Year Update

Purpose Presenter Time

4. Approval of Travel Manual

D. Policy Development

1. Approval of existing board policies revised, reviewed, and eliminated by staff for the 2022-2023 school year.

Board Policies: Revised

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures:

5000 Series - Student Services

- 5050 - EA Academic Integrity Policy
- 5075 - EA Transcripts from Non-Accredited Schools Policy
- 5095 - EA Retention & Acceleration Policy

6000 Series - Instruction

- 6005 - EA Parent and Family Engagement Policy
- 6040 - EA Local Assessment Policy
- 6125 - EA TK-12th Grade Report Card Policy

Board Policies: Reviewed

The following policies are being brought to the Board without changes for annual review.

1000 Series - Community Relations

- 1020 - School Sponsored Field Trips & Cultural Excursions Policy

5000 Series - Student Services

- 5055 - EA Self-Administration of Medication Policy
- 5065 - EA Lottery Policy
- 5115 - EA Pregnant & Parenting Policy

6000 Series - Instruction

- 6050 - EA Virtual Proctoring Policy
- 6055 - EA Educational Activity Policy
- 6095 - EA Repeated Course Policy
- 6115 - EA Attendance Policy
- 6120 - EA Virtual Learning Period Meeting Policy

E. Consent items listed under A through D are considered routine and will be approved/adopted by a single motion. Vote William Hall 1 m

Roll Call Vote:

- William Hall
- Michael Humphrey
- Steve Fraire
- Susan Houle
- Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIII. Business/Financial Services 10:47 AM

A. Approval of 2022-2023 EACS First Interim Financial Report Vote Joe Sorrera 10 m

It is recommended the Board approve the 2022-2023 EACS First Interim Financial Report for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: As indicated by the 2022-23 Financial Reporting Documents First Interim Report.

Purpose Presenter Time

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Larry Alvarado
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. Approval of CliftonLarsonAllen (CLA) Draft Annual Audit Report - Year Ended June 30, 2022 Vote Lili Huang 5 m

It is recommended the Board approve the CliftonLarsonAllen (CLA) Draft Annual Audit Report for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: None

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Larry Alvarado
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIV. Education/Services **11:02 AM**

A. Approval of School Plan for Student Achievement (SPSA) Vote Heidi Gasca 8 m

It is recommended the Board approve the School Plan for Student Achievement (SPSA) for Excel Academy Charter Schools, Helendale (#2073), and Warner (#2053).

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Larry Alvarado
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. Approval of Panorama Education Service Vote Lara Ulmer 3 m

It is recommended the Board approve Panorama Education Service for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: \$10,250.00
 Excel Academy Charter Schools - Warner (#2053) \$6,765.00
 Excel Academy Charter Schools - Helendale (#2073) \$3,485.00

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Larry Alvarado
 Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

Purpose Presenter Time

XV. Calendar

The next scheduled meeting will be held virtually on January 12, 2023.

XVI. Comments

11:13 AM

A. Board Comments

5 m

B. CEO Comments

5 m

XVII. Closing Items

11:23 AM

A. Adjourn Meeting

Vote

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

FOR MORE INFORMATION

For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

Minutes of the Regular Board Meeting held on November 10, 2022

Section: III. Approve Minutes
Item: A. Minutes of the Regular Board Meeting held on November 10, 2022
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on November 10, 2022

APPROVED



Excel Academy (CA)

Minutes

Regular Board Meeting

Date and Time

Thursday November 10, 2022 at 10:00 AM

Location

The meeting will be held virtually.

Join by telephone or via Zoom conferencing link below:

Dial In: +1 669 444 9171 US

Meeting ID: 854 9583 9969

Join URL: <https://us06web.zoom.us/j/85495839969>

MISSION STATEMENT

Excel Academy will provide flexible, personalized learning through a customized course of study that will educate, motivate, and instill a love of learning in each individual student. Teachers and parents will join together to maintain high expectations and promote academic excellence for all students creating the next generation of leaders.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools.

Directors Present

L. Alvarado (remote), M. Humphrey (remote), S. Fraire (remote), S. Houle (remote), W. Hall (remote)

Directors Absent

None

Guests Present

L. Hansen (remote), L. Hath (remote)

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Excel Academy (CA) to order on Thursday Nov 10, 2022 at 10:16 AM.

B. Record Attendance

C. Approve Minutes

M. Humphrey made a motion to approve the minutes from Regular Meeting of the Board of Directors on 10-13-22.

S. Fraire seconded the motion.

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

II. Approve/Adopt Agenda

A. Agenda

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

III. Board Governance

A. Approval of Resolution No. 2022-11-10 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

L. Alvarado made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

B. Organizational Structure of the Board

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

Motion amended for S. Houle and S. Fraire to respectfully withdraw their term renewal that occurred in September in order to renew when their terms expire in 2023.

W. Hall and M. Humphrey will renew their term for 3 years today, Nov. 10, 2022.

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

C. Election of Corporation Officers

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

Motion moved to have Lauren Hansen elected as the Secretary of the Corporation.

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

IV. Reconvene Regular Meeting

A. Report out any action taken in closed session.

No action was taken.

V. Correspondence/Proposals/Reports

A. Excel Academy Charter School Staff Evaluation Process - Presented by Megan Anderson, Assistant Director of Human Resources

Megan reviewed the Performance Planners she has designed for management and staff members.

B. Western Association of Schools and Colleges (WASC) Presentation - Presented by Maribel Galan, WASC Coordinator

Maribel reviewed the progress she has made on the WASC report and where Excel Academy is on achieving their goals.

C. CliftonLarsonAllen LLP (CLA) Governance Entrance Letter - Presented by Heidi Gasca, Executive Director/CEO

VI. Consent

A. Consent - Business/Financial Services

1. Approval of October 2022 Check Register

B.

Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report

C. Consent items listed under A through B are considered routine and will be approved/adopted by a single motion.

L. Alvarado made a motion to Bill Hall.

S. Houle seconded the motion.

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

VII. Business/Financial Services

A. Approval of La Casa Del Zorro Booking Proposal

L. Alvarado made a motion to Bill Hall.

S. Houle seconded the motion.

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

VIII. Education/Student Services

A. Approval of Additional FlexPoint Education Cloud Licenses

S. Houle made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

IX. Comments

A. Board Comments

The Board commended the HR and WASC staff for their hard work and dedication. The Board members highlighted how outstanding the work of the staff on the large projects (for performance management and WASC) and how it reflects so well on the school.

B. CEO Comments

The Executive Director appreciates the staff members at Excel Academy for their contributions to the group.

The Executive Director touched on AB 361/ AB 2449 for potential in-person board meetings starting in March, and the diligence in making this transition as smooth and flexible as possible for the Board members.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:18 AM.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION
For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

School Highlights Presentation - Presented by Heidi Gasca, Executive Director/CEO

Section: XI. Correspondence/Proposals/Reports
Item: A. School Highlights Presentation - Presented by Heidi Gasca, Executive Director/CEO
Purpose: Discuss
Submitted by:
Related Material: November 2022 Board Update.pdf

EXCEL ACADEMY



November School Highlights

Powered by BoardOnTrack



1062

54

1607

Warner

Helendale

Total

Enrollment

Board Governance Highlights

DECEMBER 2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7	8 EACS Board Meeting & Holiday Party	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25 Christmas
26	27	28	29	30	31 New Year's Eve	



UPCOMING EVENTS

What: Excel Staff Holiday Party
When: December 8, 2022
Where: Excel Office - 1 Technology Dr, Ste I-811, Irvine

BOARD MEMBER RESOURCES & UPDATES

• CCSA: Charter Board Retreat

A new opportunity for charter board members to come to conference for a single day or as a capstone to the week, the Charter Board Retreat will connect charter board members with industry experts for a half-day intensive addressing board compliance and best practices.

When: March 16, 2023
Where: Sacramento Convention Center
Sponsored by: Excel Academy



Please let Heidi & Lauren know if you'd like to attend!

• Update on AB 2449

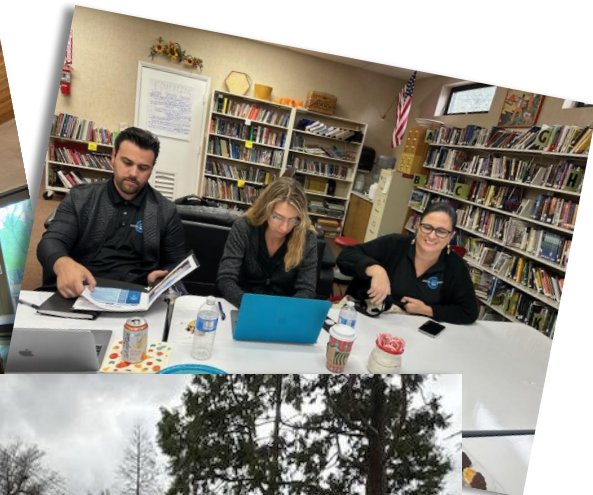
Great news! Board Members can remain VIRTUAL for all board meetings, following specific protocol in AB 2449. More information to follow!



Top Highlight - Admin PD in Warner!

ADMIN RETREAT Itinerary	
Date:	November 7 - 9, 2022
Location:	Warner Unified School District & La Casa Del Zorro
9:30/9:45 AM	Arrive at Warner School District
10:15 AM	Welcome / Housekeeping & Training Manual
10:45 AM	Dept. Updates & Path Improvement
11:45 AM	Lunch
12:15 PM	Working Lunch Breakout <ul style="list-style-type: none">o Solutions for path improvements
2:00 PM	School Morale <ul style="list-style-type: none">o Admin, Staff, Teacher, Family Improvement, 1 Celebration
3:00 PM	Pack up / Clean up
3:30 PM	Drive to Resort
4:00 PM	Check in / Get Ready for Dinner
6:30 PM	Dinner @ The Fox Den Bistro

The Excel Leadership team had an excellent time on this PD Retreat working together to come up with improvements for the 23/24 school year, solutions to streamline processes and departments, and discovered how to further support one another by diving into conflict styles, and way to serve and coach.



November Social Media Campaign

Mental Health Series

MENTAL WELLNESS Apps

- 01 Calm (Sleep, Meditation, Relaxation)
- 02 Headspace (Meditation & Sleep)
- 03 Sanvello: Anxiety & Depression (Therapy, Coaching, Self-care)
- 04 Mindshift (Anxiety management)
- 05 Breathe 2 Relax (Stress management)
- 06 Ten Percent (Guided meditations)

#EXCELSTUDENTCARE

I cannot control

- ✗ My circumstances
- ✗ Other people's decisions
- ✗ Past mistakes
- ✗ What other people think of me

I can control

- ✓ My choices
- ✓ How I treat other people
- ✓ My attitude
- ✓ How I speak to others

#excelstudentcare

10 TIPS TO BOOST YOUR MENTAL HEALTH

- UNPLUG FROM SOCIAL MEDIA
- BREATHE DEEPLY
- DO ACTIVITIES YOU ENJOY
- TAKE CARE OF YOUR PHYSICAL HEALTH
- PRACTICE GRATITUDE
- BREAK BIG THINGS INTO SMALLER STEPS
- KEEP A STRESS JOURNAL
- TALK TO SOMEONE YOU TRUST
- GET INVOLVED IN COMMUNITY ENGAGEMENT
- ASK FOR HELP

#EXCELSTUDENTCARE

DID YOU KNOW...

1 in 5 Americans suffers from a Mental Health Condition.

Even in states with the greatest access, nearly 1 in 3 children are going without treatment.

Females are twice as likely to experience depression.

17% of youth (6-17 years) experience a mental health disorder

CalHOPE Warm Line
1-833-317-HOPE (4673)

National Suicide Prevention Lifeline
1-800-273-8255

Suicide Hotline
1-800-SUICIDE (784-2433)

50% of all lifetime mental illness begins by age 14.

15% of youth (12-17) experienced a major depressive episode in the past year.

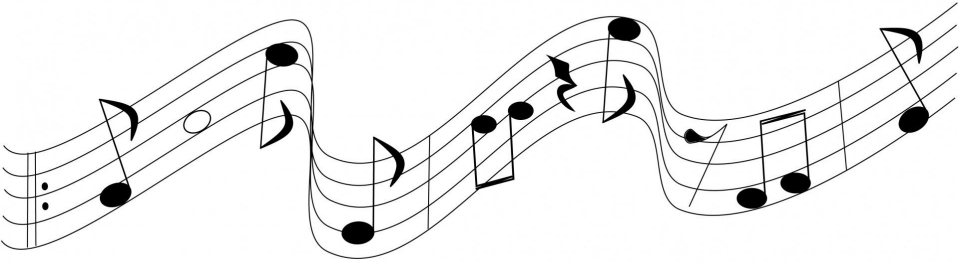
#EXCELSTUDENTCARE

References:
 *2022 State of Mental Health in America™, Mental Health America
www.mhainational.org/sites/default/files/2022%20State%20of%20Mental%20Health%20in%20America.pdf
 †Major Depression†, National Institute of Mental Health (NIMH)
www.nimh.nih.gov/health/statistics/major-depression
 †Mental Health by the Numbers† NAMI, June 2022
www.nami.org/mhstats
 †The Crisis of Youth Mental Health† NAMI, April 2022
<https://www.nami.org/About-NAMI/From-the-CEO/April-2022-The-Crisis-of-Youth-Mental-Health>

Health & Wellness Committee

Human Resources launched the Staff Health & Wellness Committee! Committee members will get access to monthly fitness challenges, access to health and wellness materials, resources and accountability groups.





Art & Music Class Appreciation

“Dear Ms. Rubio,
Your enthusiasm , gentleness and your
positivity encouraged Arpy to try
playing the recorder. As a result, she
fell in love with her recorder! We truly
appreciate your hard work! Your
words encourage her a lot. Thank you
for being an awesome teacher!”

Arpy D.



Julian Mining Field Trip



Railroad Museum



Opportunities & Resources for Students

Teen Talk

Mondays at 12:30pm

Engage in social-emotional learning for your mental health and well-being

*Lead via Zoom
by the EACS
counseling team*



 EXCEL ACADEMY

PRESENTS
**Theater Arts
Open Houses!**
Rescheduled: Thursday, December 8th
Cancelled: Thursday, November 17th

NORCO/CORONA	LAKE FOREST/OC
D.A.B Dance Studio 2200 Hamner Ave. Ste #103 Norco 92880 11:30-12:15pm	Broadway Arts Studio 26741 Rancho Pkwy Ste #105 Lake Forest 92630 2:00-2:45pm

 Open to all Excel students! Come check out the Theater Arts Program and see if it's a fit for your family next semester. For more info, and to RSVP, email us at theater@excelacademy.education.

Powered by BoardOnTrack

December STUDENT & FAMILY WEBINARS

 **12:30PM**

 **12.01.22 INTRODUCTION TO HIGH SCHOOL FOR 8TH GRADERS**

LEARN ABOUT CLASS & CURRICULUM OPTIONS, REGISTRATION, EXTRA-CURRICULARS, AND OTHER PREPARATIONS FOR HIGH SCHOOL

ZOOM LINK

Meeting ID: 822 6423 0836
Passcode: webinars



A graphic of a spotlight with a yellow beam shining down from the top left corner of the page.

Student Spotlight

Excel Academy third grader Milos recently accompanied his parents on a trip to Malawi, Africa, where they brought books to one local library and started another new library in a refugee camp. Milos got to experience the culture, food, and lifestyle of children in Malawi, as well as hosting a read aloud!

Milos Arko



SPED Student Highlight



Trina has shown positive growth in all areas since then: general education, specialized academic instruction, speech therapy services, occupational therapy services, adaptive physical education services, and social/emotional behavior and development.

Trina Nguyen

Trina is a 9th grader at Excel Academy, who enrolled back in 2016, and embraces new challenges and enthusiastically accomplishes her goal work. She loves music and drawing, and exploring a variety of learning experiences.

Over the past year...

Trina has shown significant improvement in academic abilities with her present levels currently at 2nd to 3rd grade levels in ELA and Math, respectively.

Trina has shown great improvement in developing many math and ELA skills.

In the future...

Trina's future plans include developing her vocational and daily living skills, continuing her academic studies and making new friends.

Staff Highlight:

Keri Schneeweiss



Keri is the Director of Operations at Excel Academy, and has been with the school since 2014. Keri manages everything from Student Services, General Education team, compliance and audit efforts and brings tremendous knowledge and wisdom to the Executive Leadership team.

Looking forward to...



Excel Holiday Party
Dec. 8, 2022



WASC Visit
Jan. 30-Feb. 1, 2023

Powered by BoardOnTrack



Spring All Staff PD
Feb. 8, 2023



EXCEL ACADEMY

Thank you!



Coversheet

Multi-Tiered System of Supports (MTSS) Presentation - Presented by April Saade, Assistant Director of Intervention

Section: XI. Correspondence/Proposals/Reports
Item: B. Multi-Tiered System of Supports (MTSS) Presentation - Presented by
April Saade, Assistant Director of Intervention
Purpose: Discuss
Submitted by:
Related Material: Intervention Updates for Board 22_23 INT.pdf

Intervention Department Update



Fall 2022

Powered by BoardOnTrack

$$\sqrt{\frac{3}{4}} = (a^2)$$

What is new in Fall of '22?



MATH WIN Live

Live, small group math support
Grades 5/6 & 7
Virtual 35 mins 3 days/wk



MATH WIN ETL Classes

Excel teacher led core
math courses with
intervention embedded
Math 8 & Algebra 1



Dyslexia Screening

1. i-Ready Dyslexia Screener
2. TOSA led assessments
3. Action: Monitor, SST or SPED Referral



Care Solace

Connects families or staff
to therapy or residential
programs covered by
insurance or sliding scale.

NEW

MTSS TOSA

School Literacy

- Book Clubs
- Literary connections to Outdoor Classrooms
- Short Parent Training Videos (Writing and Early Reading Instruction)

Intervention Groups

- Teaches 4 classes per week (Phonics, Comprehension, ELD x2)



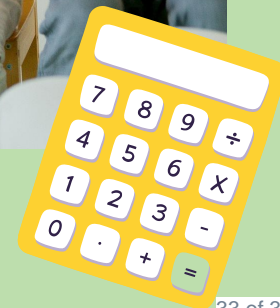


Enrichment for Exceptional Eagles



- Similar to a GATE program
- Open to ALL students
- Field trip/hands-on experience followed with on-site lesson rich in depth and complexity
- Students research area of interest
- Follow-up virtual mtg to share
- Fosters connection and feeds curious minds
- Pilot Spring Semester

Coming Soon!



NEW is in **BLUE**

Reading

WIN Online Program
Phonics small groups
Comprehension small groups
Increased to 3x/wk
Dyslexia Screener

Math

WIN Online Program
Math 5/6 small group
Math 7 small group
ETL WIN Core Classes
(Math 8 & Alg. 1)

Mental Wellbeing

K-12 SEL lessons
School Counseling
Crisis Team
Care Solace

ELD

Online personalized lessons
Live small group instruction-
Increased to 3x/wk
Now required

So *thankful*
for this team!

Intervention TEAM



April Saade
Assistant Director
of Intervention



Tamara Murphy
Intervention
Coordinator



Sarah Horikawa
MTSS TOSA



Debbie Rouintree
Paraprofessional

Intervention Teachers:

Sarah Horikawa

Jessica Cheever

Mandy Mashburn (GATE)

Sarah Bobar

Marina Parker

Coversheet

Consent - Business/Financial Services

Section: XII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Check Register 110122-113022.pdf

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

	7/21/2022	5026094	5411--Total Education Solutions	5100--SpEd Consultants and Ven	10136003823	6,969.00	1,388.75	In Transit	21-22 OT Services	907--SPED	2053--Excel Academy Charter School - Warner
	7/21/2022	5026096	5411--Total Education Solutions	5100--SpEd Consultants and Ven	10136003823	6,969.00	757.50	In Transit	21-22 OT Services	907--SPED	2053--Excel Academy Charter School - Warner
	7/21/2022	5026102	5411--Total Education Solutions	5100--SpEd Consultants and Ven	10136003823	6,969.00	1,616.00	In Transit	21-22 OT Services	907--SPED	2053--Excel Academy Charter School - Warner
	7/21/2022	5026088	5411--Total Education Solutions	5100--SpEd Consultants and Ven	10136003823	6,969.00	1,136.25	In Transit	21-22 OT Services	907--SPED	2053--Excel Academy Charter School - Warner
	7/21/2022	5026095	5411--Total Education Solutions	5100--SpEd Consultants and Ven	10136003823	6,969.00	732.25	In Transit	21-22 OT Services	907--SPED	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222065	4137--Olive Tree Education 4137--Olive Tree Education	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003842 10136003842	5,385.00 5,385.00	1,490.00 3,895.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/7/2022	10/31/2022	3467106	5108--CliftonLarsonAllen LLP 5108--CliftonLarsonAllen LLP	5940--Technology Services 5940--Technology Services	10136003795 10136003795	3,675.00 3,675.00	1,249.50 2,425.50	In Transit In Transit		909--Business Services 909--Business Services	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/7/2022	10/27/2022	B-267222056	1550--Monica D Basurto	5880--Instructional Vendors &	10136003833	108.00	108.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/17/2022	7267	1260--McRuffy Press, LLC	4100--Textbooks & Core Curricu	10136003846	103.80	35.90	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/26/2022	7274	1260--McRuffy Press, LLC	4100--Textbooks & Core Curricu	10136003846	103.80	67.90	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/26/2022	B-267222063	1698--Noonan Family Swim School San Diego	5880--Instructional Vendors &	10136003819	102.00	102.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/28/2022	B-267222079	5839--Portal Languages San Diego	5880--Instructional Vendors &	10136003801	100.00	100.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/26/2022	B-267222061	1022--Noonan Family Swim School Murrieta	5880--Instructional Vendors &	10136003798	97.00	97.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/19/2022	208497920	5395--TeachersPayTeachers 5395--TeachersPayTeachers	4310--Materials & Supplies 4100--Textbooks & Core Curricu	10136003849 10136003849	81.27 81.27	18.29 62.98	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222087	2826--Song Squared	5880--Instructional Vendors &	10136003875	80.00	80.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/26/2022	B-267222039	5478--Inspired By Kingston	5880--Instructional Vendors &	10136003835	80.00	80.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222042	5890--Jill Sturkie	5880--Instructional Vendors &	10136003857	80.00	80.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	9/28/2022	US - 2022-00523734	5899--Lulu Press, Inc.	4100--Textbooks & Core Curricu	10136003852	72.77	35.50	In Transit		900--Operations	2053--Excel Academy Charter School - Warner
	9/28/2022	US - 2022-00523255	5899--Lulu Press, Inc.	4100--Textbooks & Core Curricu	10136003852	72.77	37.27	In Transit		900--Operations	2073--Excel Academy Charter School - Helendale
11/7/2022	10/28/2022	B-267222055	5719--Monart School of Art	5880--Instructional Vendors &	10136003820	68.00	68.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/19/2022	1.25608E+11	1191--McGraw Hill LLC	4100--Textbooks & Core Curricu	10136003810	64.14	64.14	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	9/1/2022	INW51693	1350--DriversEd.Com	4100--Textbooks & Core Curricu	10136003865	49.90	24.95	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	9/1/2022	INW51694	1350--DriversEd.Com	4100--Textbooks & Core Curricu	10136003865	49.90	24.95	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222078	1018--Reynaldo & Maria Laura D'Angelo DBA Po	5880--Instructional Vendors &	10136003859	28.34	28.34	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	9/30/2022	10150	5197--Gallagher Pediatric Therapy	5100--SpEd Consultants and Ven	10136003868	27.00	27.00	In Transit	22-23 OT Services	907--SPED	2073--Excel Academy Charter School - Helendale
11/7/2022	8/23/2022	17817	2445--Beauful Feet Books, Inc.	4100--Textbooks & Core Curricu	10136003828	259.19	259.19	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/28/2022	464793	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003838	225.89	129.08	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	464790	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003838	225.89	64.54	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	9/19/2022	460304	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003838	225.89	32.27	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/17/2022	B-267222036	2726--Hope Ranch, LLC	5880--Instructional Vendors &	10136003858	220.00	220.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	9/19/2022	267088957	5469--Let's Bake Baking Kits	4100--Textbooks & Core Curricu	10136003793	206.83	206.83	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/31/2022	B-267222104	4121--Wm Tutoring Services	5880--Instructional Vendors &	10136003813	200.00	200.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/25/2022	B-267222097	4120--The Collective Movements	5880--Instructional Vendors &	10136003870	190.00	190.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/18/2022	206217	2074--Thinkwell Corporation	4100--Textbooks & Core Curricu	10136003848	188.95	159.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/18/2022	206216	2074--Thinkwell Corporation	4100--Textbooks & Core Curricu	10136003848	188.95	29.95	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/27/2022	B-267222013	2349--California Sound Music Academy	5880--Instructional Vendors &	10136003791	160.00	160.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/28/2022	B-267222021	1949--Kids Art Pasadena	5880--Instructional Vendors &	10136003804	160.00	160.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/31/2022	B-267222004	4130--Tigranuhi Arakelyan	5880--Instructional Vendors &	10136003807	156.00	156.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/31/2022	267026383	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003796	144.04	23.99	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	16252	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003796	144.04	34.99	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/19/2022	16242	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003796	144.04	43.68	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	16254	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003796	144.04	41.38	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/25/2022	566715	3031--Essentials in Writing	4100--Textbooks & Core Curricu	10136003867	138.60	138.60	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/6/2022	2009	5786--SchoolsPLP - Personal Learning Program	4100--Textbooks & Core Curricu	10136003872	134.69	134.69	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/24/2022	B-267222094	5682--The Art House	5880--Instructional Vendors &	10136003829	130.00	130.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/24/2022	47376	1211--Teaching Textbooks	4100--Textbooks & Core Curricu	10136003854	125.86	67.08	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	47471	1211--Teaching Textbooks	4100--Textbooks & Core Curricu	10136003854	125.86	58.78	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/26/2022	SINW5486	3210--Bright Thinker	4100--Textbooks & Core Curricu	10136003861	124.49	124.49	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/20/2022	B-267222037	5554--Imagine Achievement	5880--Instructional Vendors &	10136003809	120.00	120.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222050	4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	10136003805	120.00	120.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/26/2022	B-267222090	5833--Susan Sanders	5880--Instructional Vendors &	10136003873	120.00	120.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/28/2022	B-267222023	3245--KidsArt Glendora Inc.	5880--Instructional Vendors &	10136003856	108.00	108.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/24/2022	B-267222080	5578--Power of Leverage Brazilian Jiu Jitsu	5880--Instructional Vendors &	10136003822	412.50	412.50	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/20/2022	B-267222038	3259--Math LLC	5880--Instructional Vendors &	10136003830	394.50	394.50	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/28/2022	B-267222030	2572--Focus Dance Center	5880--Instructional Vendors &	10136003853	389.50	389.50	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222009	2806--Brain Builders STEM Education	5880--Instructional Vendors &	10136003817	381.71	381.71	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	60832	3208--Texthelp 3208--Texthelp	4101--Textbooks & Core Curricu 4101--Textbooks & Core Curricu	10136003834 10136003834	375.00 375.00	127.50 247.50	In Transit In Transit		907--SPED 907--SPED	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/7/2022	10/28/2022	SI-165139	1978--The Logic of English	4100--Textbooks & Core Curricu	10136003840	369.51	230.79	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	SI-164584	1978--The Logic of English	4100--Textbooks & Core Curricu	10136003840	369.51	138.72	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/29/2022	B-267222045	5843--Katie Kohn Tutoring	5880--Instructional Vendors &	10136003806	350.00	350.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/24/2022	IN-5047	1339--Elemental Science (Elemental Science, II	4100--Textbooks & Core Curricu	10136003827	341.61	114.48	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	IN-5046	1339--Elemental Science (Elemental Science, II	4100--Textbooks & Core Curricu	10136003827	341.61	98.99	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

	10/27/2022	IN-5051	1339--Elemental Science (Elemental Science, II	4100--Textbooks & Core Curricu	10136003827	341.61	128.14	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/20/2022	EX2022-09	5400--Therapy in Action	5100--SpEd Consultants and Ven	10136003836	330.00	330.00	In Transit	OT Services 22-23	907--SPED	2073--Excel Academy Charter School - Helendale
11/7/2022	10/20/2022	5250671	1208--Singapore Math Inc	4100--Textbooks & Core Curricu	10136003832	321.09	137.67	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/20/2022	5250762	1208--Singapore Math Inc	4100--Textbooks & Core Curricu	10136003832	321.09	96.52	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/20/2022	5250763	1208--Singapore Math Inc	4100--Textbooks & Core Curricu	10136003832	321.09	29.84	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/20/2022	5250670	1208--Singapore Math Inc	4100--Textbooks & Core Curricu	10136003832	321.09	55.89	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/27/2022	B-267222017	3172--Dancing Keys Music Studio LLC	5880--Instructional Vendors &	10136003860	307.80	307.80	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/26/2022	B-267222101	4147--Kelsey Mira Duennes	5880--Instructional Vendors &	10136003815	300.00	300.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222044	1052--Kathleen Elliott	5880--Instructional Vendors &	10136003843	300.00	300.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222003	2083--American Martial Arts Academy Fullerton 2083--American Martial Arts Academy Fullerton	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003871 10136003871	298.00 298.00	199.00 99.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/7/2022	10/30/2022	B-267221997	3084--Marcos Moscat	5880--Instructional Vendors &	10136003818	280.00	280.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222035	v3137--Hector Y. Martinez	5880--Instructional Vendors &	10136003814	280.00	280.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/27/2022	B-267222016	1110--Claremont Chefs Academy	5880--Instructional Vendors &	10136003826	280.00	280.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	9/30/2022	9310	5162--Effectual Educational Consulting Service 5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven	10136003803 10136003803	277.50 277.50	57.50 220.00	In Transit In Transit	ERMHS Services 22-23	907--SPED 907--SPED	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
11/7/2022	10/29/2022	B-267222033	4110--Gabrina Casillas Owen	5880--Instructional Vendors &	10136003850	274.00	274.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/28/2022	B-267222095	5703--The Coder School Irvine	5880--Instructional Vendors &	10136003786	269.00	269.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/28/2022	9919296433	5421--Verizon Wireless 5421--Verizon Wireless 5421--Verizon Wireless 5421--Verizon Wireless	4310--Materials & Supplies 4310--Materials & Supplies 5910--Telephone 5910--Telephone	10136003864 10136003864 10136003864 10136003864	2,855.90 2,855.90 2,855.90 1,452.59	222.70 432.70 748.31 1,452.59	In Transit In Transit In Transit In Transit		900--Operations 900--Operations 900--Operations 900--Operations	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/7/2022	10/26/2022	B-267222006	5641--Ark Academy 5641--Ark Academy	5880--Instructional Vendors & 5880--Instructional Vendors &	B-267222006 10136003845	760.00 760.00	490.00 270.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/7/2022	10/21/2022	B-267222083	2298--Riverside Aquatics Association	5880--Instructional Vendors &	10136003825	742.00	742.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222005	1370--Arbor Learning Community 1370--Arbor Learning Community	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002017 20136002017	2,625.00 2,625.00	962.50 1,662.50	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/7/2022	10/23/2022	13U1-KHWG-963Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	46.64	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/21/2022	13U1-KX0K-HC9J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	38.38	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/31/2022	14GD-T09F-LXML	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	6.23	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/20/2022	1D1I-V4NG-FVJ8	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	42.01	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/23/2022	1E4M-XWXM-WC0M	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136001992	2,323.04	19.38	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/20/2022	1DRC-NUJM-FJ14	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	19.54	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/25/2022	1F7Y-3EJH-HGDD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	137.18	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	1F8M-XWXM-WC0M	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136001992	2,323.04	19.38	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/24/2022	1H9T-4GJH-6TR4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	112.44	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/23/2022	13U1-KHWG-F3DD	1925--Amazon Capital Services, Inc.	4310--Textbooks & Core Curricu	20136001992	2,323.04	50.52	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/20/2022	1JDD-6D0K-J6NV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	12.82	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/21/2022	13U1-KX0K-HC9J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	13.78	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	1G9V-TDNI-HPVL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	265.89	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/20/2022	1DAW-YK16-KDPH	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136001992	2,323.04	32.30	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	1WQ3-TDJK-411Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	89.84	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/20/2022	1DRC-NUJM-3DPP	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136001992	2,323.04	36.24	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/21/2022	13H1-HXK6-10KX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	38.25	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/30/2022	11ND-VXLT-MYHK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	46.36	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/22/2022	1W9Y-XD0V-LYVY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	36.23	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/30/2022	16D9-RWMI-R7P7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	40.67	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	1Y0V-HWVJ-3ZRL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	36.23	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/22/2022	11CX-V1CC-9W6F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	143.80	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/30/2022	1P0Y-NWNP-79WR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	35.70	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/30/2022	1VDV-L4QV-HCQ6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	20.77	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/29/2022	1NCG-RLCD-PTLF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	53.59	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/30/2022	114O-NCLD-FDKK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	11.64	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/24/2022	1MMH-HXNI-MJ4G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	13.95	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	1MMW-H8F7-4R9P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	11.07	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/21/2022	113K-XK0K-39D3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	27.65	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/1/2022	1Y0P-097F-344Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	96.68	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/21/2022	14D9-R73G-P7RC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	60.48	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/20/2022	111K-XK0K-D4FJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	109.92	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/25/2022	1167-YR8H-GW7V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	32.30	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/30/2022	10FP-D9HJ-NWQJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	33.37	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/1/2022	13TD-NXPY-F6S9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	10.20	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	1VND-LTDK-9K33	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	168.38	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/24/2022	1V3W-K02H-EPYH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	13.60	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/20/2022	1J1K-XK0K-D4DL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	10.73	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/31/2022	11F3-WY1C-NPYG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	143.04	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/20/2022	104V-YK16-Q48R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	60.91	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/31/2022	16Y6-F011-70FO	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	6.16	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/21/2022	1F7Y-1YTP-XCQD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	5.43	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/1/2022	1WQ7-HXG6-RHXK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	17.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/24/2022	1G9V-TDNI-G6R0	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	24.18	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/2/2022	17D7-LD9W-JHXK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	19.39	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/23/2022	174V-4F8F-DYVL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	30.63	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/26/2022	1Y1N-478K-CJWD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001992	2,323.04	11.11	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/29/2022	B-267222054	2244--Miss Crady The Math Lady 2244--Miss Crady The Math Lady	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002038 20136002038	2,129.50 2,129.50	744.50 1,385.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/7/2022	10/30/2022	B-267222106	4127--Meena Yoon	5880--Instructional Vendors &	20136002012	1,649.20	1,649.20	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222103	1033--WM Music Lessons 1033--WM Music Lessons	5880--Instructional Vendors & 5880--Instructional Vendors &	20136001997 20136001997	1,557.50 1,557.50	590.00 967.50	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
11/7/2022	10/28/2022	B-267222060	3005--New California Conservatory								

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

11/7/2022	10/17/2022	B-26722088	2331--Southern California Childrens Choral Assc	5880--Instructional Vendors &	20136002031	774.00	774.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/19/2022	B-26722019	v3012--Do Re MiChelle Music School	5880--Instructional Vendors &	20136002004	730.00	730.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/30/2022	B-267222043	1954--Joyful Music and Arts	5880--Instructional Vendors &	20136002025	660.00	660.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/28/2022	B-26722077	2611--Peisma Studios	5880--Instructional Vendors &	20136002016	660.00	660.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/29/2022	B-267221999	2022--A+ In Home Tutors, Inc.	5880--Instructional Vendors &	20136002037	630.00	630.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222012	1126--Buzzy Mae Music Academy 1126--Buzzy Mae Music Academy	5880--Instructional Vendors & 5880--Instructional Vendors &	20136001999 20136001999	591.00 591.00	260.00 331.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/7/2022	10/31/2022	B-267222076	1936--Laurie Ellen Meinhold	5880--Instructional Vendors &	20136002032	500.00	500.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	10/30/2022	B-267222026	5813--Encourage Learning	5880--Instructional Vendors &	20136002001	495.00	495.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2022	10/25/2022	B-267222057	3305--Music Maker Inc.	5880--Instructional Vendors &	20136002030	460.00	460.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/7/2022	11/1/2022	2089-112022								
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	706.85	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	850.83	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	935.67	In Transit	906--Education Services	2073--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	966.42	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	1,178.52	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	1,328.97	In Transit	901--HR and Staffing	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	1,360.16	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	1,372.12	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	2,034.67	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	2,046.95	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	2,287.71	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	2,440.30	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	2,795.51	In Transit	909--Business Services	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	3,223.38	In Transit	906--Education Services	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	3,349.84	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	3,973.47	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	5,426.57	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	6,297.13	In Transit	909--Business Services	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	21,411.73	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	41,563.93	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	1.61	In Transit	903--Assessment	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	1.83	In Transit	903--Assessment	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	3.41	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	3.53	In Transit	903--Assessment	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	3.75	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	7.31	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	10.72	In Transit	900--General	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	9519--Voluntary Insurance	20136002044	110,824.88	100.68	In Transit	000--General	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	9519--Voluntary Insurance	20136002044	110,824.88	195.44	In Transit	901--HR and Staffing	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	222.01	In Transit	000--General	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	9519--Voluntary Insurance	20136002044	110,824.88	224.37	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	224.37	In Transit	906--Education Services	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	330.94	In Transit	901--HR and Staffing	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	9519--Voluntary Insurance	20136002044	110,824.88	435.54	In Transit	000--General	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	438.30	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	482.02	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	497.86	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			5796--BMS - CharterLIFE	3401--Health Care Certified	20136002044	110,824.88	604.91	In Transit	906--Education Services	2053--Excel Academy Charter School - Warner
			5796--BMS - CharterLIFE	3402--Health Care Classified	20136002044	110,824.88	684.63	In Transit	901--HR and Staffing	2073--Excel Academy Charter School - Helendale
11/7/2022	11/1/2022	FSA-2089-112022								
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	5.00	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	5.00	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	9.70	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	9.71	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	10.00	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	10.00	In Transit	909--Business Services	2073--Excel Academy Charter School - Helendale
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	15.00	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	19.40	In Transit	906--Education Services	2053--Excel Academy Charter School - Warner
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	19.41	In Transit	909--Business Services	2053--Excel Academy Charter School - Warner
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	26.00	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	40.01	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
			5795--BMS - FSA	5860--Service Fees	20136002045	250.00	77.66	In Transit	906--Education Services	2053--Excel Academy Charter School - Warner
11/8/2022	10/19/2022	B-26722105	3212--WriteAtHome, Inc.	5880--Instructional Vendors &	20136002029	450.00	450.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2022	10/31/2022	B-267222047	2070--Cind Washam	5880--Instructional Vendors &	20136002019	450.00	450.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2022	10/27/2022	B-267222053	4146--Mary C. Roberts	5880--Instructional Vendors &	20136002008	417.50	417.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/8/2022	10/31/2022	B-267221998	5808--A Creative Learner	5880--Instructional Vendors &	20136002028	414.28	299.28	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/6/2022	B-267220575	5808--A Creative Learner	5880--Instructional Vendors &	20136002028	414.28	115.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2022	10/31/2022	B-267222012	3336--Debra K. Hardman	5880--Instructional Vendors &	20136002018	400.00	400.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2022	10/27/2022	B-267222048	1873--Kraw Maga of Orange County	5880--Instructional Vendors &	20136002023	326.00	326.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2022	10/31/2022	B-267222084	3310--Rockside Music Inc	5880--Instructional Vendors &	20136001993	320.00	320.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2022	10/28/2022	B-267222002	3082--AlSajdah Academy	5880--Instructional Vendors &	20136002035	300.00	300.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/8/2022	10/31/2022	B-267222058	4162--Beiko Israel	5880--Instructional Vendors &	20136002033	44.50	44.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/8/2022	10/18/2022	1J3L-713D-ACG7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	3.22	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/18/2022	1YDZ-PTWJ-TJW2	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	24.16	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/17/2022	13FG-MCXY-GM8H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	6.69	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/18/2022	119J-KXMD-7P7P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	37.42	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/19/2022	1D4V-K116-733V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	29.11	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/19/2022	13AL-3KYQ-ODLN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	63.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/18/2022	1111-RDIP-HY17	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136001991	2,949.42	5.43	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/18/2022	17NK-Q411-94MF	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136001991	2,949.42	7.60	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/5/2022	1X1J-XAJN-PTW4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	61.95	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/19/2022	174G-464T-FX14	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	32.42	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/19/2022	16TQ-7JH9-DGVJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	27.96	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/18/2022	147N-4G9G-IG8I	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	30.16	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/16/2022	1MYT-M674-6G4C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136001991	2,949.42	30.16	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/17/2022	13OC-XWVC-69J2								

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

	10/16/2022	1Y3Q-Y4JR-HCGO	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	94.63	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/13/2022	1M03-WF1F-V9N9	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	45.32	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/16/2022	1TXX-TNCC-3JDW	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	18.21	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/16/2022	1Y3Q-Y4JR-CKFW	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	65.40	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/18/2022	1XGL-FGRV-KT4L	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	23.69	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/14/2022	16XW-WWJN-GMBK	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	35.53	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/18/2022	13FG-MQXN-J44F	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	24.22	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/19/2022	1V7X-7134-JT7V	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	65.16	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/10/2022	1JMJ-FOMP-VY9M	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	323.33	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/18/2022	11LQ-KMCD-361T	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	117.78	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/16/2022	1TXX-TNCC-F1E0Z	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	6.16	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	9/30/2022	1NW-KHDV-OX7N	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	48.54	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/19/2022	181D-JJ9R-KT8K	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	15.06	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/17/2022	1XVX-C7CF-RM1I	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	31.21	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/12/2022	131V-7CQJ-961H	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	296.14	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/11/2022	17P1-JC7J-1M03	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	46.44	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/19/2022	17N8-Q41J-JJYJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	6.89	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/18/2022	1GR-38L6-KNPH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	10.32	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	9/30/2022	1TGR-G013-FRFF	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	172.80	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/18/2022	16TQ-JJH9-6K6H	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	41.04	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/14/2022	171N-KDTH-M4MF	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	41.88	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/19/2022	13FG-MQXN-FL9W	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	20136001991	2,949.42	21.50	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/17/2022	13FG-MQXN-FL9W	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	20136001991	2,949.42	7.65	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/15/2022	1NTD-CDVC-1GGI	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136001991	2,949.42	14.07	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/16/2022	14V7-1674-PRFF	1925-Amazon Capital Services, Inc.	4320-Office Supplies	20136001991	2,949.42	47.33	In Transit	900-Operations	2073-Excel Academy Charter School - Helendale
	10/19/2022	13XD-WR9P-J3LR	1925-Amazon Capital Services, Inc.	4320-Office Supplies	20136001991	2,949.42	91.87	In Transit	900-Operations	2053-Excel Academy Charter School - Warner
				4320-Office Supplies	20136001991	2,949.42	12.82	In Transit	900-Operations	2073-Excel Academy Charter School - Helendale
				4320-Office Supplies	20136001991	2,949.42	24.88	In Transit	900-Operations	2053-Excel Academy Charter School - Warner
11/8/2022	10/25/2022	B-267222041	1429--Jenny Del Greco	5880--Instructional Vendors &	20136002039	160.00	160.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/26/2022	B-267222014	2802--Carrie a Tune	5880--Instructional Vendors &	20136002009	160.00	160.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/17/2022	B-267222032	5708--Freedom Choice Education	5880--Instructional Vendors &	20136001995	150.00	150.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/21/2022	0800649-IN	1189--Math-U-See Inc.	4100--Textbooks & Core Curricu	20136002003	146.28	146.28	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/29/2022	B-267222074	1863--Jing Ma	5880--Instructional Vendors &	20136002007	140.00	140.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/8/2022	10/27/2022	B-267222093	2738--Veronica Gutierrez	5880--Instructional Vendors &	20136002000	135.00	135.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/15/2022	B-267222015	5875--Valley Wide Elite Gymnastics	5880--Instructional Vendors &	20136002015	110.10	110.10	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/31/2022	B-267222040	2277--Jamie Butlerworth	5880--Instructional Vendors &	20136002036	80.00	80.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/8/2022	10/27/2022	B-267222064	5835--Jill Hodges	5880--Instructional Vendors &	20136002011	68.75	68.75	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/28/2022	B-267222051	v3146--Mandie Schenkenberger	5880--Instructional Vendors &	20136002040	54.00	54.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/30/2022	B-267222018	2232--Deborah Deffs	5880--Instructional Vendors &	20136002027	280.00	280.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/24/2022	B-267222091	5494--Team Kwon Takwondo Center - Orange	5880--Instructional Vendors &	20136002020	245.10	245.10	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/25/2022	B-267222046	5574--Kelly Saldivar Performance Horses	5880--Instructional Vendors &	20136001994	240.00	240.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/23/2022	B-267222075	1415--Hong Liang	5880--Instructional Vendors &	20136002024	240.00	240.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/30/2022	B-267222034	1076--Linda Susan Graves	5880--Instructional Vendors &	20136001998	240.00	240.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/8/2022	10/25/2022	B-267222052	4109--Marie's Learning Shop	5880--Instructional Vendors &	20136002042	200.00	200.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/8/2022	10/31/2022	B-267222098	2101--Automotive Technology Group, Inc. dba	5880--Instructional Vendors &	20136002043	200.00	200.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	10/25/2022	B-267222059	v3075--Maldex, LLC	5880--Instructional Vendors &	20136002022	200.00	200.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	11/4/2022	WC-15180HJ	2064--History Unboxed LLC (Attn: Elizabeth He	4100--Textbooks & Core Curricu	20136002010	184.83	184.83	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2022	11/3/2022	559	5621--Ambienteventz Photography	5800--Professional Services -	20136002026	175.00	175.00	In Transit	900-Operations	2053-Excel Academy Charter School - Warner
			5621--Ambienteventz Photography	5800--Professional Services -	20136002026	175.00	98.77	In Transit	900-Operations	2073-Excel Academy Charter School - Helendale
11/8/2022	10/31/2022	B-267222011	5829--Broadway Gymnastics School	5880--Instructional Vendors &	20136002005	168.00	168.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/8/2022	10/27/2022	B-267222015	2391--Christian Classical Conservatory LLC	5880--Instructional Vendors &	20136002002	162.50	162.50	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/10/2022	11/10/2022	5370-111022	5370--SchoolsFirst	9517--Voluntary 403b	1002537042	691.35	235.06	In Transit	000--General	2073-Excel Academy Charter School - Helendale
			5370--SchoolsFirst	9517--Voluntary 403b	1002537042	691.35	456.29	In Transit	000--General	2073-Excel Academy Charter School - Warner
11/10/2022	11/9/2022	5937-111022	5937--Wendy Waters	9521--Accrued Salary & Wages	30044	1,021.65	347.36	In Transit	000--General	2073-Excel Academy Charter School - Helendale
			5937--Wendy Waters	9521--Accrued Salary & Wages	30044	1,021.65	674.29	In Transit	000--General	2053-Excel Academy Charter School - Warner
11/14/2022	11/14/2022	5795-111322	5795--BRMS - FSA	9516--Voluntary FSA	535.62	79.20	In Transit	000--General	Erica Flores	2053-Excel Academy Charter School - Warner
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	71.94	In Transit	000--General	Keri Schneweiss	2073-Excel Academy Charter School - Warner
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	23.80	In Transit	000--General	Erin Rynders	2073-Excel Academy Charter School - Helendale
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	24.93	In Transit	000--General	Lorrie Wood	2073-Excel Academy Charter School - Helendale
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	25.81	In Transit	000--General	Tabeeth Gomez	2073-Excel Academy Charter School - Helendale
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	37.06	In Transit	000--General	Sarah Horikawa	2073-Excel Academy Charter School - Helendale
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	46.20	In Transit	000--General	Keri Schneweiss	2073-Excel Academy Charter School - Helendale
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	48.39	In Transit	000--General	Erica Flores	2073-Excel Academy Charter School - Helendale
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	46.20	In Transit	000--General	Erin Rynders	2073-Excel Academy Charter School - Warner
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	48.39	In Transit	000--General	Lorrie Wood	2053-Excel Academy Charter School - Warner
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	50.11	In Transit	000--General	Tabeeth Gomez	2053-Excel Academy Charter School - Warner
			5795--BRMS - FSA	9516--Voluntary FSA	535.62	57.67	In Transit	000--General	Sarah Horikawa	2053-Excel Academy Charter School - Warner
11/14/2022	10/21/2022	1.25643E+11	1191--McGraw Hill LLC	4100--Textbooks & Core Curricu	10136003965	1.75	1.75	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	16278	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003930	131.90	42.53	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/24/2022	16253	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003930	131.90	41.39	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
	10/23/2022	16258	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003930	131.90	23.99	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
	10/25/2022	16258	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	10136003930	131.90	23.99	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/14/2022	10/21/2022	955737375	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	10136003972	125.00	16.50	In Transit	906--Education Services	2053-Excel Academy Charter School - Warner
	10/21/2022	955737375	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	10136003972	125.00	8.50	In Transit	906--Education Services	2073-Excel Academy Charter School - Helendale
	10/28/2022	955741383	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	10136003972	125.00	12.75	In Transit	906--Education Services	2073-Excel Academy Charter School - Helendale
	10/21/2022	955737376	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	10136003972	125.00	12.75	In Transit	906--Education Services	2073-Excel Academy Charter School - Helendale
	10/28/2022	955741382	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	10136003972	125.00	16.50	In Transit	906--Education Services	2053-Excel Academy Charter School - Warner
	10/28/2022	955741382	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	10136003972	125.00	24.75	In Transit	906--Education Services	2053-Excel Academy Charter School - Warner
	10/28/2022	955741382	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	10136003972	125.00	12.75	In Transit	906--Education Services	2073-Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267228302	4147--Kelsey Mira Duennes	5880--Instructional Vendors &	20136003900	120.00	120.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/14/2022	11/2/									

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

11/14/2022	11/4/2022	INW-01806-A	5776--Albourn Translation Service 5776--Albourn Translation Service	5800--Professional Services - 5800--Professional Services -	10136003970 10136003970	118.00 118.00	40.12 77.88	In Transit In Transit	906--Education Services 906--Education Services	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267226505	v3065--Agility Kids, LLC	5880--Instructional Vendors &	10136003912	118.00		In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228078	5883--Julia Armonette-Hinke	5880--Instructional Vendors &	10136003895	117.50	117.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/20/2022	599339	2536--TalkBox.Mom	4100--Textbooks & Core Curricu	10136003981	115.76	115.76	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/19/2022	7271	1260--McRuffy Press, LLC	4100--Textbooks & Core Curricu	10136003926	112.90	112.90	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/28/2022	351767A	4310--Attainment Company Inc.	4100--Textbooks & Core Curricu	10136003956	111.68	111.68	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267227968	5838--Foundations Tutoring	5880--Instructional Vendors &	10136003966	85.60	85.60	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/11/2022	4026846447	1196--Savvas Learning Company LLC	4100--Textbooks & Core Curricu	10136003888	82.21	82.21	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/5/2022	B-267229627	2211--Valerie Marich Music.	5880--Instructional Vendors &	10136003964	80.00	80.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/25/2022	INW-BelAU-4582	5058--Blake eLearning Pty Ltd	4100--Textbooks & Core Curricu	10136003901	69.99	69.99	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/20/2022	321168	2787--Perfection Learning Corporation	4100--Textbooks & Core Curricu	10136003935	68.88	68.88	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	6.71982E+11	2114--Lakeshore Learning Materials	4310--Materials & Supplies	10136003923	34.99	34.99	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/19/2022	37992	2484--Pandia Press	4100--Textbooks & Core Curricu	10136003922	26.24	26.24	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/25/2022	206230	2074--Thinkwell Corporation	4100--Textbooks & Core Curricu	10136003929	7.46	7.46	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/28/2022	464789	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	14.95	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	464791	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	64.54	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	465058	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	32.27	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/28/2022	464794	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	32.27	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	464792	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	65.59	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	8/17/2022	451056	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	32.27	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	8/26/2022	454864	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	32.27	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/18/2022	463818	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	32.27	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/28/2022	465067	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136003879	338.70	32.27	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267227984	5683--Frazier Martial Arts	5880--Instructional Vendors &	10136003939	318.00	318.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267228185	5453--Riverside Ballet Arts	5880--Instructional Vendors &	10136003882	315.00	315.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267226604	2199--Burbank Music Academy	5880--Instructional Vendors &	10136003978	300.00	300.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/19/2022	277307	3031--Essentials in Writing	4100--Textbooks & Core Curricu	10136003898	289.75	40.60	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	8/25/2022	377302	3031--Essentials in Writing	4100--Textbooks & Core Curricu	10136003898	289.75	124.10	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/25/2022	444864	3031--Essentials in Writing	4100--Textbooks & Core Curricu	10136003898	289.75	125.05	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267226568	4103--Elizabeth K Gillis	5880--Instructional Vendors &	10136003951	286.00	286.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228268	5524--The Little Gym of Riverside 5524--The Little Gym of Riverside	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003883 10136003883	270.00 270.00	180.00 90.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267226627	v3140--Cadenza Music Academy	5880--Instructional Vendors &	10136003944	268.00	268.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267226556	5864--Aqautic Explorations and Safety Training	5880--Instructional Vendors &	10136003910	250.00	250.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/4/2022	1526	5544--Law Offices of Young, Minney & Corr, LL 5544--Law Offices of Young, Minney & Corr, LL	5810--Legal 5810--Legal	10136003928 10136003928	244.00 244.00	161.04 82.96	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267227941	v3022--Fired Up Arts v3022--Fired Up Arts	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003913 10136003913	192.00 192.00	128.00 64.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267226597	4101--Yvonne Dill Cruz	5880--Instructional Vendors &	10136003947	165.00	165.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267228194	2107--Rockstars of Tomorrow, Inc - Norco	5880--Instructional Vendors &	10136003979	155.00	155.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267228190	3306--Rockstars of Tomorrow, Inc. - Chino Hills	5880--Instructional Vendors &	10136003931	155.00	155.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/17/2022	267201925	1322--Brave Writer, LLC	4100--Textbooks & Core Curricu	10136003945	149.00	149.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	8/11/2022	17462	2445--Beautiful Feet Books, Inc.	4100--Textbooks & Core Curricu	10136003880	147.39	147.39	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267227935	1615--Esther Brill	5880--Instructional Vendors &	10136003885	145.72	145.72	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/8/2022	B-267231686	1551--Sierra Madre Dance Center	5880--Instructional Vendors &	10136003946	136.00	136.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228200	3124--Rosemary L. Sorola	5880--Instructional Vendors &	10136003954	135.00	135.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/5/2022	B-267229273	5334--Mattingly Low Vision	5880--Instructional Vendors &	10136003963	133.00	133.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/31/2022	B-267228150	1923--Murphy Language Arts LLC 1923--Murphy Language Arts LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003887 10136003887	536.25 536.25	137.50 398.75	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/14/2022	10/11/2022	900	5357--Pediatric Therapy Associates	5100--SpEd Consultants and Ven	10136003943	520.00	520.00	In Transit	Settlement Agreement	907--SPED
11/14/2022	11/2/2022	B-267227942	1854--Firestorm Freerunning Ultra LLC	5880--Instructional Vendors &	10136003904	500.00	500.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267226718	5520--Creative Academy Tutoring Center	5880--Instructional Vendors &	10136003907	480.00	480.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267226655	2609--Candi Chavez	5880--Instructional Vendors &	10136003968	480.00	480.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/6/2022	11_e_22b	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	10136003908	462.00	210.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/6/2022	11_e_22a	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	10136003908	462.00	252.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228148	5844--Miss Candice's Dance Center	5880--Instructional Vendors &	10136003886	450.00	450.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228139	1869--Mad Science Of West O.C.	5880--Instructional Vendors &	10136003893	450.00	450.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228144	5586--Master Jiri's Sky Martial Arts	5880--Instructional Vendors &	10136003940	445.00	445.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267226153	4115--1 Art-Megapixels School of Art 4115--1 Art-Megapixels School of Art	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003896 10136003896	420.00 420.00	210.00 210.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228122	1928--Lorie Susan Surtree	5880--Instructional Vendors &	10136003914	400.00	400.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/4/2022	B-267229629	2309--Zak Barnett Studios	5880--Instructional Vendors &	10136003917	400.00	400.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

11/14/2022	11/3/2022	B-267228178	1902--Precision Gymnastics 1902--Precision Gymnastics	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003918 10136003918	400.00 400.00	312.00 88.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner
11/14/2022	11/2/2022	B-267228262	5880--Taylor Love	5880--Instructional Vendors &	10136003980	400.00	400.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/3/2022	B-267228167	v3076--Cristina E. O'Connell	5880--Instructional Vendors &	10136003957	390.00	390.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267226706	4142--Code Ninjas Ladera Ranch	5880--Instructional Vendors &	10136003976	389.00	389.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/3/2022	B-267228214	5726--Silva Jiu-Jitsu Academy	5880--Instructional Vendors &	10136003959	375.00	375.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/2/2022	B-267226550	5512--Amber Lee	5880--Instructional Vendors &	10136003919	350.00	350.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	0135547-IN	5756--School Services of California, Inc. 5756--School Services of California, Inc.	5300--Dues & Memberships 5300--Dues & Memberships	10136003950 10136003950	340.00 340.00	224.40 115.60	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - 2073--Excel Academy Charter School -	Warner Helendale
11/14/2022	11/1/2022	B-267228264	1917--The Center Stage Studio	5880--Instructional Vendors &	10136003902	1,018.33	1,018.33	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	9/27/2022	135320	1224--Oak Meadow Inc	4100--Textbooks & Core Curricu	10136003881	903.46	903.46	In Transit	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
11/14/2022	11/5/2022	B-267229397	1005--Holly Dodson	5880--Instructional Vendors &	10136003974	897.50	897.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267226571	v3149--Blackbelt Collective Krav Maga LLC	5880--Instructional Vendors &	10136003949	757.00	757.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267228184	2298--Riverside Aquatics Association	5880--Instructional Vendors &	10136003921	742.00	742.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/2/2022	B-267228298	2627--Veronica Richards Violin Studio 2627--Veronica Richards Violin Studio	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003925 10136003925	688.00 688.00	350.00 338.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner
11/14/2022	11/1/2022	B-267228157	5802--Newport Seabase	5880--Instructional Vendors &	10136003927	659.00	659.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
11/14/2022	11/7/2022	B-267230617	5532--Nuestra Escuela Spanish Academy 5532--Nuestra Escuela Spanish Academy	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003977 10136003977	657.20 657.20	518.20 139.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner
11/14/2022	11/2/2022	B-267228218	5675--South OC Sports	5880--Instructional Vendors &	10136003941	645.00	645.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	10/31/2022	12828	1278--Blackbird and Company	4100--Textbooks & Core Curricu	10136003953	635.64	635.64	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/9/2022	B-267231869	v3112--VCMMA Villatoro Champion Martial Arts v3112--VCMMA Villatoro Champion Martial Arts	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003962 10136003962	635.00 635.00	298.00 337.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - 2073--Excel Academy Charter School -	Warner Helendale
11/14/2022	11/3/2022	B-267227695	v3089--B & B Music School	5880--Instructional Vendors &	10136003899	620.00	620.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267228258	5487--Southland Ballet Academy	5880--Instructional Vendors &	10136003938	605.00	605.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/4/2022	B-267229339	4118--Kyoungsun Christina Lee	5880--Instructional Vendors &	10136003936	600.00	600.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/5/2022	B-267229628	2255--Yamaha Music School Cerritos/Chino Hill 2255--Yamaha Music School Cerritos/Chino Hill	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003924 10136003924	584.00 584.00	388.00 196.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner
11/14/2022	11/7/2022	B-267230595	1994--Art 4 Kids and Teens	5880--Instructional Vendors &	10136003894	578.00	578.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267226591	v3002--Breakthrough Sports LLC	5880--Instructional Vendors &	10136003960	569.98	569.98	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/2/2022	B-267228169	3364--Pacific Ballet Conservatory	5880--Instructional Vendors &	10136003884	560.00	560.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	10/26/2022	2052	5786--SchoolsPLP - Personal Learning Program	4100--Textbooks & Core Curricu	10136003897	538.76	269.38	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	10/26/2022	2053	5786--SchoolsPLP - Personal Learning Program	4100--Textbooks & Core Curricu	10136003897	538.76	269.38	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267227733	2623--Dexter Creative	5880--Instructional Vendors &	10136003891	537.00	537.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	3/31/2022	7909	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	4,120.00	In Transit	907--SPED	2053--Excel Academy Charter School -	Warner
11/14/2022	3/31/2022	7909	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	275.00	In Transit	907--SPED	2053--Excel Academy Charter School -	Warner
11/14/2022	4/30/2022	8221	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	325.00	In Transit	907--SPED	2053--Excel Academy Charter School -	Warner
11/14/2022	4/30/2022	8221	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	330.00	In Transit	907--SPED	2053--Excel Academy Charter School -	Warner
11/14/2022	4/30/2022	8221	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	975.00	In Transit	907--SPED	2053--Excel Academy Charter School -	Warner
11/14/2022	4/30/2022	8221	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	1,743.75	In Transit	907--SPED	2053--Excel Academy Charter School -	Warner
11/14/2022	4/30/2022	8221	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	200.00	In Transit	907--SPED	2073--Excel Academy Charter School -	Helendale
11/14/2022	4/30/2022	8221	5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven	10136003877	8,218.75	230.00	In Transit	907--SPED	2073--Excel Academy Charter School -	Helendale
11/14/2022	11/4/2022	B-267229533	3278--Joobalo Academic Community	5880--Instructional Vendors &	10136003952	5,511.91	23.57	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/3/2022	B-267228052	3278--Joobalo Academic Community 3278--Joobalo Academic Community	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003952 10136003952	5,511.91 5,511.91	2,977.09 2,511.25	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - 2073--Excel Academy Charter School -	Warner Helendale
11/14/2022	11/8/2022	B-267231688	v3029--South DC Hybrid Homeschool	5880--Instructional Vendors &	10136003942	3,944.50	3,944.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/2/2022	B-267226559	v3054--Ascent Institute for Youth Skills Develo v3054--Ascent Institute for Youth Skills Develo	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003932 10136003932	3,440.00 3,440.00	2,840.00 600.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - 2073--Excel Academy Charter School -	Warner Helendale
11/14/2022	10/16/2022	IN-37736	5297--Learning Ally 5297--Learning Ally	4101--Textbooks & Core Curricu 4101--Textbooks & Core Curricu	10136003911 10136003911	2,998.00 2,998.00	1,019.32 1,978.68	In Transit In Transit	907--SPED 907--SPED	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner
11/14/2022	11/1/2022	B-267226622	1355--C3 Classes, LLC	5880--Instructional Vendors &	10136003975	2,877.75	2,877.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267228182	1785--Riffs Music	5880--Instructional Vendors &	10136003915	2,340.00	2,340.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267227993	4156--Gracie Barra San Clemente	5880--Instructional Vendors &	10136003909	1,982.00	1,982.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/2/2022	B-267226542	v3056--Al-Burooj Academy	5880--Instructional Vendors &	10136003920	1,950.00	1,950.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/2/2022	B-267228082	v3067--K2 Studios, LLC v3067--K2 Studios, LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003933 10136003933	1,815.00 1,815.00	1,665.00 150.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - 2073--Excel Academy Charter School -	Warner Helendale
11/14/2022	10/19/2022	905747	99997--Imagine Learning Inc 99997--Imagine Learning Inc	4101--Textbooks & Core Curricu 4101--Textbooks & Core Curricu	10136003967 10136003967	1,650.00 1,650.00	561.00 1,089.00	In Transit In Transit	906--Education Services 906--Education Services	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner
11/14/2022	11/4/2022	B-267229619	1874--South County Dance Inc.	5880--Instructional Vendors &	10136003969	1,535.00	1,535.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/1/2022	B-267228089	v3080--Kaser Arts v3080--Kaser Arts	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003903 10136003903	1,520.25 1,520.25	1,343.00 177.25	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - 2053--Excel Academy Charter School -	Warner Helendale
11/14/2022	11/1/2022	B-267228266	2826--Song Squared	5880--Instructional Vendors &	10136003890	1,380.00	1,380.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
11/14/2022	11/1/2022	B-267228205	5548--Sektor Jiu-Jitsu 5548--Sektor Jiu-Jitsu	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003955 10136003955	1,301.00 1,301.00	595.00 706.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner
11/14/2022	11/1/2022	B-267228117	5519--Pony Hayvin Ranch	5880--Instructional Vendors &	10136003948	1,250.00	1,250.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
11/14/2022	11/7/2022	B-267229534	2337--Wildcats Hockey LLC 2337--Wildcats Hockey LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003961 10136003961	1,205.00 1,205.00	753.00 452.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - 2053--Excel Academy Charter School -	Helendale Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

11/14/2022	11/1/2022	B-267228175	5881--Peace Love & Dance, LLC	5880--Instructional Vendors &	10136003906	1,180.00	1,180.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/8/2022	B-267230597	1424--California Gymnastics, LLC 1424--California Gymnastics, LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	10136003916 10136003916	1,029.00 1,029.00	89.00 940.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
11/14/2022	11/4/2022	HW42625	5313--LogCopy 5313--LogCopy	5800--Professional Services - 5800--Professional Services -	10136003892 10136003892	44.20 44.20	29.17 15.03	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	10/26/2022	5121-112422	5121--Cox Business 5121--Cox Business	5910--Telephone 5910--Telephone	10136003934 10136003934	712.45 712.45	470.22 242.23	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/8/2022	9191668	5694--Aquarium of the Pacific 5694--Aquarium of the Pacific 5694--Aquarium of the Pacific	5835--Field Trips 5835--Field Trips 5835--Field Trips	10136003905 10136003905 10136003905	460.00 460.00 460.00	172.50 23.00 264.50	In Transit In Transit In Transit	910--Instructional Funds 906--Education Services 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
11/14/2022	10/22/2022	00002E01V5432	1649--UPS 1649--UPS	5930--Postage 5930--Postage	10136003878 10136003878	347.05 347.05	54.38 28.52	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	10/8/2022	00002E01V5412	1649--UPS 1649--UPS	5930--Postage 5930--Postage	10136003878 10136003878	347.05 347.05	64.11 33.03	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	10/29/2022	00002E01V5442	1649--UPS 1649--UPS	5930--Postage 5930--Postage	10136003878 10136003878	347.05 347.05	110.56 56.95	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	10/5/2022	B-267231683	3004--German School Campus, Inc.	5880--Instructional Vendors &	20136002086	155.00	155.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228121	2021--Three Little Chefs, Inc.	5880--Instructional Vendors &	20136002053	149.66	149.66	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/31/2022	13916590	5296--LEAF 5296--LEAF	5620--Equipment Leases 5620--Equipment Leases	10136003958 10136003958	143.86 143.86	94.95 48.91	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267226567	1441--AVPA at La Sierra University	5880--Instructional Vendors &	20136002064	140.00	140.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/7/2022	545	5536--Blossom and Root	4100--Textbooks & Core Curricu	20136002107	139.00	27.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Warner
	11/7/2022	547	5536--Blossom and Root	4100--Textbooks & Core Curricu	20136002107	139.00	67.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/7/2022	546	5536--Blossom and Root	4100--Textbooks & Core Curricu	20136002107	139.00	45.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267228303	2202--Watersafe Swim School Inc.	5880--Instructional Vendors &	20136002112	135.00	135.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228301	5581--Victory Aquatics	5880--Instructional Vendors &	20136002103	120.00	120.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228187	2381--Robin Nesom Young	5880--Instructional Vendors &	20136002099	105.00	105.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/18/2022	1Y7D-YPWV-GYXN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002048	102.13	49.65	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	10/18/2022	1XMG-LNHG_74K1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002048	102.13	27.36	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	10/18/2022	1Y7D-YPWV-G6H1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002048	102.13	25.12	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/5/2022	00002E01V5452	1649--UPS 1649--UPS	5930--Postage 5930--Postage	10136003937 10136003937	101.63 101.63	67.08 34.55	In Transit In Transit	900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267228146	2003--Michele Liem	5880--Instructional Vendors &	20136002059	100.00	100.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267227727	1403--Creative Learning Place Inc	5880--Instructional Vendors &	20136002093	87.00	87.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267227697	1126--Buzzy Mae Music Academy	5880--Instructional Vendors &	20136002117	73.00	73.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228158	5835--Jill Hodges	5880--Instructional Vendors &	20136002083	68.75	68.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267226684	3050--Christine Charley	5880--Instructional Vendors &	20136002119	55.00	55.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267227995	2007--Hangar 18 East Riverside, Inc.	5880--Instructional Vendors &	20136002080	44.00	44.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/4/2022	B-267229398	1988--Joe Ferrante Music Academy	5880--Instructional Vendors &	20136002069	288.00	288.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267228176	2132--Piano Studio of Natalie Warren	5880--Instructional Vendors &	20136002106	270.00	270.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267227987	5457--Friends of Willow Tree	5880--Instructional Vendors &	20136002111	270.00	270.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228155	2877--Nataly Jewel	5880--Instructional Vendors &	20136002114	263.92	263.92	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267226712	1984--The Colburn School	5880--Instructional Vendors &	20136002051	256.20	256.20	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267227698	2279--Cogito International, Inc	5880--Instructional Vendors &	20136002061	250.00	250.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267228216	3025--IncludeEducation	5880--Instructional Vendors &	20136002104	231.50	231.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/4/2022	B-267229545	5492--Matheskum of Ladera Ranch	5880--Instructional Vendors &	20136002066	225.00	225.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267227838	5845--Eriko Tsuji	5880--Instructional Vendors &	20136002096	220.00	220.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/25/2022	1W6R-FVJ7-HJTN	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002046	219.74	219.74	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267226553	3330--American Tiger Martial Arts & Fitness	5880--Instructional Vendors &	20136002084	219.00	219.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267227994	3185--Olymstar International Corp.	5880--Instructional Vendors &	20136002109	200.00	200.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228145	5847--Mastery Tutoring with Monique	5880--Instructional Vendors &	20136002097	200.00	200.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228110	1419--Kick It Up	5880--Instructional Vendors &	20136002058	195.00	195.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/4/2022	B-267229621	1510--Spanish Today	5880--Instructional Vendors &	20136002110	180.00	180.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/7/2022	B-267230616	3318--M3 Creative Academy	5880--Instructional Vendors &	20136002063	180.00	180.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267227946	4174--FortePiano Music School	5880--Instructional Vendors &	20136002102	179.00	179.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/7/2022	B-267230610	5836--Kim's Hapkido Martial Arts	5880--Instructional Vendors &	20136002056	175.00	175.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228180	1064--Redlands Gymnastics Club 1064--Redlands Gymnastics Club	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002050 20136002050	158.00 158.00	79.00 79.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/4/2022	B-267229626	3086--Torres Fine Arts Instruction	5880--Instructional Vendors &	20136002070	155.00	155.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/7/2022	B-267230613	4107--Shinja Kim	5880--Instructional Vendors &	20136002105	650.00	650.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228166	1377--Olympia Training Center	5880--Instructional Vendors &	20136002077	650.00	650.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/5/2022	B-267229536	5484--Learning with Laurel	5880--Instructional Vendors &	20136002067	630.82	630.82	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228260	4111--Spanish Time 123 4111--Spanish Time 123	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002092 20136002092	620.00 620.00	240.00 380.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228221	1412--South Coast Conservatory	5880--Instructional Vendors &	20136002054	600.00	600.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

11/14/2022	11/1/2022	B-267228031	3081--Daniel Alarco, Jr.	5880--Instructional Vendors &	20136002079	585.00	585.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267226681	1784--Celeste Haueter	5880--Instructional Vendors &	20136002098	581.25	581.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267228274	1409--To the Pointe Dance Productions	5880--Instructional Vendors &	20136002082	550.25	550.25	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/8/2022	B-267230599	1789--Fashion Camp - Create, Design, Sew, LU	5880--Instructional Vendors &	20136002089	548.00	548.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/6/2022	B-267229616	2078--Private Ballet Coaching with Lauren Henr	5880--Instructional Vendors &	20136002068	520.00	520.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267226157	4104--ACA Tutoring, Inc.	5880--Instructional Vendors &	20136002081	510.00	510.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/6/2022	B-267229283	2611--Poema Studios	5880--Instructional Vendors &	20136002072	480.00	480.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228085	3301--Karen J Smith	5880--Instructional Vendors &	20136002073	435.00	435.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228267	1612--Jennifer Andrus-Nelson	5880--Instructional Vendors &	20136002095	405.00	405.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228206	2880--Signing the Gap	5880--Instructional Vendors &	20136002076	363.75	363.75	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228206	2880--Signing the Gap	5880--Instructional Vendors &	20136002076	363.75	363.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228024	1971--Abby Zabby LLC DBA Home School Coach	5880--Instructional Vendors &	20136002101	352.50	352.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267226574	3329--Blue Buzzy Swim School	5880--Instructional Vendors &	20136002075	350.00	350.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/8/2022	B-267230618	5560--Power of One - Lakewood	5880--Instructional Vendors &	20136002055	320.00	320.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228048	1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors &	20136002078	290.00	290.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/5/2022	B-267229390	4165--Denise A. Klein	5880--Instructional Vendors &	20136002118	290.00	290.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228305	1586--Wittenburg Door	5880--Instructional Vendors &	20136002087	8,586.17	6,286.17	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228305	1586--Wittenburg Door	5880--Instructional Vendors &	20136002087	8,586.17	2,300.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267228170	V3083--Pamassus Preparatory Academy	5880--Instructional Vendors &	20136002065	3,046.50	3,046.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/7/2022	B-267230615	5535--Little Surf Co.	5880--Instructional Vendors &	20136002090	2,065.00	2,065.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267227730	5654--Denise Williams	5880--Instructional Vendors &	20136002071	2,000.00	1,600.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267227730	5654--Denise Williams	5880--Instructional Vendors &	20136002071	2,000.00	400.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267227944	5561--Firestorm Freerunning - Galaxy LLC	5880--Instructional Vendors &	20136002094	1,535.00	1,535.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/15/2022	626	2276--Kwico, Inc.	4100--Textbooks & Core Curricu	20136002085	1,365.69	374.07	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/15/2022	626	2276--Kwico, Inc.	4100--Textbooks & Core Curricu	20136002085	1,365.69	991.62	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267227940	2956--Evolution Swim Academy Mission Viejo, L	5880--Instructional Vendors &	20136002116	1,337.20	1,337.20	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/4/2022	B-267227724	3240--Creative Creatures & Co.	5880--Instructional Vendors &	20136002115	1,125.75	1,125.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/19/2022	3900545	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	33.47	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/26/2022	3900549	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	26.63	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/19/2022	3902807	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	14.13	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/19/2022	3902807	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	109.23	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/28/2022	3902806	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	81.86	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/29/2022	3902547	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	87.21	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	10/28/2022	3907581	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	28.53	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/21/2022	3904130	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	50.60	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/25/2022	3900920	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	50.46	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/27/2022	3907043	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	244.59	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/28/2022	3906258	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	295.96	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	10/18/2022	3901560	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002049	1,108.93	85.86	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267227991	1883--Georganne Gould	5880--Instructional Vendors &	20136002074	1,102.50	1,102.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267226548	2577--Amanda Leigh Holiday	5880--Instructional Vendors &	20136002052	1,089.25	1,089.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/5/2022	B-267229617	5846--Raise the Barre	5880--Instructional Vendors &	20136002062	1,055.90	1,055.90	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/1/2022	B-267228196	2315--Roos Music	5880--Instructional Vendors &	20136002057	1,050.00	1,050.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267227989	1414--Fun On the Farm Inc., DBA Fun With Hors	5880--Instructional Vendors &	20136002113	980.00	600.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/3/2022	B-267227989	1414--Fun On the Farm Inc., DBA Fun With Hors	5880--Instructional Vendors &	20136002113	980.00	320.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267228164	5545--Oksana Kalinuka dba OC Dancing	5880--Instructional Vendors &	20136002100	780.00	780.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/3/2022	B-267228119	4186--Kidz Golf Club	5880--Instructional Vendors &	20136002060	707.75	707.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267226705	2586--Claire Zoe Hosterman	5880--Instructional Vendors &	20136002088	700.00	700.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228179	2147--Rebecca Meta Scott	5880--Instructional Vendors &	20136002108	683.41	212.16	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/1/2022	B-267228179	2147--Rebecca Meta Scott	5880--Instructional Vendors &	20136002108	683.41	471.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2022	11/2/2022	B-267228154	4162--Reiko Israel	5880--Instructional Vendors &	20136002091	678.50	338.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/14/2022	11/2/2022	B-267228154	4162--Reiko Israel	5880--Instructional Vendors &	20136002091	678.50	340.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/19/2022	1MM84-HXNJ-1RYK	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002120	2,924.38	28.44	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
11/15/2022	10/24/2022	1NCY-FRCL-FMK	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002120	2,924.38	14.65	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
11/15/2022	10/24/2022	1DCR-MCPL-QFWM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	10.39	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	10/29/2022	133H-X8RM-FWMD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	204.28	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/23/2022	10DZL-77FO-WXWT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	153.19	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	10/24/2022	11K1-NWDC-HY79	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	95.42	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/27/2022	11YF-1DMK-VRSP	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002120	2,924.38	16.40	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	10/24/2022	1XCY-1KNL-1DCH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	58.55	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/22/2022	1XXK-Y9VM-T793	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	163.74	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/23/2022	11K1-NWDC-7AW6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	38.05	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/19/2022	1NTV-KPQ3-TWLL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	28.64	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	11/3/2022	1RH4-DJJO-G4Y3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	21.99	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	10/24/2022	11VQ-ZJPM-1DCH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	10.72	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/20/2022	1NQN-D47M-69KQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	69.39	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	11/4/2022	1XXY-18K6K-3M6K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	18.73	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	11/6/2022	1HPT-VJL1-VR09	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	251.18	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/19/2022	1D7N-JYYG-3LH4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	59.28	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	10/24/2022	19W7-RWYF-77R1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	32.31	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/24/2022	19W7-RWYF-144W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	44.18	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	10/26/2022	1Y8R-MV7L-DV4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	36.52	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2022	10/24/2022	1Y7R-T783-DM43	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002120	2,924.38	33.04	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/15/2022	11/3/2022	1XXY-DNCP-PTX1	1925--Amazon Capital Services, Inc.							

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

10/31/2022	10GJ-DG4W-KDL3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	1.10	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/22/2022	1X1F-FT7F-D6F	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	26.93	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/22/2022	11HM-RF1H-GQ39	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	29.91	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/19/2022	13XD-WR9P-4YJN	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	110.90	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
11/2/2022	168P-217K-D9MP	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	62.87	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/24/2022	1YHL-R344-6K6V	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	15.04	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/27/2022	1PYV-11P6-JH6Q	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	43.56	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/22/2022	1W9Y-XD6V-J466	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	20136002120	2,924.38	52.03	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/25/2022	164G-3W8K-97J4	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	64.07	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/21/2022	1C6K-LV6G-VQDJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	107.34	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/21/2022	1YX4-FFDQ-GVCH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	13.26	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/23/2022	1FAM-XW4H-W1LL	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	5.62	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
11/3/2022	114G-D6TC-JKCL	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	26.79	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
11/3/2022	13RT-MW7J-1HOK	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	19.63	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/26/2022	1D6C-N6JH-FC6K	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	36.40	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/27/2022	1LWV-Q1KC-DJOM	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	44.25	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/30/2022	1DKG-RV C9-D73C	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	20136002120	2,924.38	34.23	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/18/2022	1WVU-DX6H-47HM	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	26.76	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/23/2022	176V-4FRP-18PX	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	104.38	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/26/2022	1K14-YF3P-DL6L	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	10.33	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/24/2022	11H4-D2TQ-7H44	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	60.71	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/24/2022	1MMW-1HK7-C33J	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	20136002120	2,924.38	22.28	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner	
10/21/2022	118P-J1D9-RF1P	1925-Amazon Capital Services, Inc.	4350-Other Supplies - Materia	20136002120	2,924.38	14.22	In Transit	907-SPED	2053-Excel Academy Charter School - Warner	
10/20/2022	1D6C-N6JH-71HV	1925-Amazon Capital Services, Inc.	4350-Other Supplies - Materia	20136002120	2,924.38	7.32	In Transit	907-SPED	2053-Excel Academy Charter School - Warner	
10/20/2022	1D6C-N6JH-71HV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	81.00	In Transit	900-Operations	2053-Excel Academy Charter School - Warner	
10/20/2022	1D6C-N6JH-71HV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	20136002120	2,924.38	157.23	In Transit	900-Operations	2053-Excel Academy Charter School - Warner	
11/16/2022	10/15/2022	B-267222100	5875--Valley Wide Elite Gymnastics	5880-Instructional Vendors &	Voided - 20136002015	-110.10	-110.10	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/18/2022	11/1/2022	2004726517	5467--Philadelphia Insurance Companies	5400-Insurance	4242273	7,918.00	5,225.88	In Transit	900-Operations	2053-Excel Academy Charter School - Warner
11/18/2022	11/1/2022	2004726517	5467--Philadelphia Insurance Companies	5400-Insurance	4242273	7,918.00	2,692.12	In Transit	900-Operations	2053-Excel Academy Charter School - Warner
11/18/2022	11/1/2022	B-267228266	2826--Song Squared	5880-Instructional Vendors &	Voided - 10136003890	-1,380.00	-1,380.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/18/2022	9/1/2022	0429M9352798	3223--Knotts Berry Farm	9388-Parent PayPal Account	10136003982	3,778.00	2,178.00	In Transit	000-General	2053-Excel Academy Charter School - Warner
11/18/2022	9/1/2022	0429M9352798	3223--Knotts Berry Farm	5835-Field Trips	10136003982	3,778.00	588.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/18/2022	9/1/2022	0429M9352798	3223--Knotts Berry Farm	5835-Field Trips	10136003982	3,778.00	1,012.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/18/2022	9/1/2022	0429M9352803	3223--Knotts Berry Farm	9388-Parent PayPal Account	10136003983	2,464.00	1,250.00	In Transit	000-General	2053-Excel Academy Charter School - Warner
11/18/2022	9/1/2022	0429M9352803	3223--Knotts Berry Farm	5835-Field Trips	10136003983	2,464.00	552.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/18/2022	9/1/2022	0429M9352803	3223--Knotts Berry Farm	5835-Field Trips	10136003983	2,464.00	662.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/18/2022	11/10/2022	7001	5934--Julian Mining Co.	9388-Parent PayPal Account	10136003984	1,855.00	997.50	In Transit	000-General	2053-Excel Academy Charter School - Warner
11/18/2022	11/10/2022	7001	5934--Julian Mining Co.	5835-Field Trips	10136003984	1,855.00	227.50	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/18/2022	11/10/2022	7001	5934--Julian Mining Co.	5835-Field Trips	10136003984	1,855.00	630.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/21/2022	11/21/2022	5795-112022	5795--BRMS - FSA	9516-Voluntary FSA	240.50	5.80	In Transit	Lisa Murphy	000-General	2073-Excel Academy Charter School - Helendale
11/21/2022	11/21/2022	5795-112022	5795--BRMS - FSA	9516-Voluntary FSA	240.50	88.26	In Transit	Sarah Horikawa	000-General	2053-Excel Academy Charter School - Warner
11/21/2022	11/21/2022	5795-112022	5795--BRMS - FSA	9516-Voluntary FSA	240.50	11.27	In Transit	Lisa Murphy	000-General	2073-Excel Academy Charter School - Helendale
11/21/2022	11/21/2022	5795-112022	5795--BRMS - FSA	9516-Voluntary FSA	240.50	45.46	In Transit	Sarah Horikawa	000-General	2053-Excel Academy Charter School - Warner
11/21/2022	11/21/2022	5795-112022	5795--BRMS - FSA	9516-Voluntary FSA	240.50	30.50	In Transit	Lara Ulmer	000-General	2073-Excel Academy Charter School - Helendale
11/21/2022	11/21/2022	5795-112022	5795--BRMS - FSA	9516-Voluntary FSA	240.50	59.21	In Transit	Lara Ulmer	000-General	2053-Excel Academy Charter School - Warner
11/23/2022	11/9/2022	B-267235844	2144--Waterworks Aquatics Pasadena	5880-Instructional Vendors &	10136004038	140.85	140.85	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	10/31/2022	459296	1179--Home Science Tools	4100-Textbooks & Core Curricu	10136004041	138.40	138.40	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/15/2022	B-267242051	3365--South Coast Repertory, Inc.	5880-Instructional Vendors &	10136004009	125.00	125.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	8/26/2022	134036	1224--Oak Meadow Inc	4100-Textbooks & Core Curricu	10136004001	121.67	121.67	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	9/26/2022	IN-4996	1339--Elemental Science (Elemental Science, II	4100-Textbooks & Core Curricu	10136004040	98.58	16.49	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/18/2022	IN-5064	1339--Elemental Science (Elemental Science, II	4100-Textbooks & Core Curricu	10136004040	98.58	82.09	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	11/5/2022	16290	1243--Jackris Publishing, LLC	4100-Textbooks & Core Curricu	10136004028	97.72	97.72	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	10/10/2022	394461	2134--Timberdoole	4310-Materials & Supplies	10136003990	70.02	70.02	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/12/2022	00002601V5462	1649--UPS	5930-Postage	10136004000	69.78	23.73	In Transit	900-Operations	2073-Excel Academy Charter School - Helendale
11/23/2022	11/10/2022	206259	2074--Thinkwell Corporation	4100-Textbooks & Core Curricu	10136004023	68.99	68.99	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	10/24/2022	274766	1293--Moving Beyond the Page	4100-Textbooks & Core Curricu	10136004034	64.62	64.62	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	9/14/2022	267160019	2842--TIME for Kids	4100-Textbooks & Core Curricu	10136004033	34.95	34.95	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	11/3/2022	210536908	5395--TeachersPayTeachers	4100-Textbooks & Core Curricu	10136004011	28.48	28.48	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	10/20/2022	5250760	1208--Singapore Math Inc	4100-Textbooks & Core Curricu	10136004004	16.26	16.26	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/18/2022	9412721	5059--Blck Art Material	4310-Materials & Supplies	10136004007	14.33	14.33	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/5/2022	43947604	1290--Scholastic Inc.	4100-Textbooks & Core Curricu	10136003986	1.00	1.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	11/4/2022	221104EA3	5921--Junapa Mountains Cultural Center	5835-Field Trips	10136003993	442.50	174.07	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/1/2022	465271	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	32.27	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/28/2022	465059	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	32.27	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	10/18/2022	463812	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	65.14	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/1/2022	465270	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	64.54	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/18/2022	463813	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	65.14	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/18/2022	463809	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	32.27	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/18/2022	463814	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	65.14	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/18/2022	463821	2129--Studies Weekly	4100-Textbooks & Core Curricu	10136004018	389.04	32.27	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/15/2022	4102	1305--Supercharged Science	4100-Textbooks & Core Curricu	10136004014	373.00	373.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/9/2022	B-267235841	5593--Mathnasium of Corona	5880-Instructional Vendors &	10136004030	369.00	369.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/18/2022	SI-164422	1978--The Logic of English	4100-Textbooks & Core Curricu	10136004022	310.37	54.34	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/23/2022	10/19/2022	SI-164571	1978--The Logic of English	4100-Textbooks & Core Curricu	10136004022	310.37	167.51	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/11/2022	SI-166161	1978--The Logic of English	4100-Textbooks & Core Curricu	10136004022	310.37	54.36	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	11/10/2022	SI-166114	1978--The Logic of English	4100-Textbooks & Core Curricu	10136004022	310.37	54.36	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/23/2022	10/29/2022	150	5236--Janet E. Kohtz, O.D	5100-SPed Consultants and Ven	10136004003	300.00	300.00	In Transit	907-SPED	2053-Excel Academy Charter School - Warner
11/23/2022	11/10/2022	B-267235941	1761--We Spark Learning	5880-						

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

11/23/2022	10/26/2022 10/26/2022	359689 359661	2346--NASCO 2346--NASCO	4310 - Materials & Supplies 4310 - Materials & Supplies	10136003989 10136003989	233.76 233.76	92.87 140.89	In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale 2073 - Excel Academy Charter School - Helendale
11/23/2022	11/9/2022	B-267235842	1387--Waterworks Aquatics HB	5880 - Instructional Vendors &	10136004035	223.00	223.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/10/2022	200197391	1307--TouchMath Acquisition LLC	4310 - Materials & Supplies	10136004017	221.54	221.54	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/25/2022	4394	2327--Ivy Kids LLC	4100 - Textbooks & Core Curricu	10136004010	215.70	215.70	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/16/2022	B-267242008	5543--Code Ninjas Fullerton	5880 - Instructional Vendors &	10136004013	199.00	199.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/28/2022	9407	1391--MoxieBox Art, Inc.	4100 - Textbooks & Core Curricu	10136004039	190.97	190.97	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	9/28/2022 9/28/2022 9/28/2022 9/28/2022	US - 2022-00524067 5899--Lulu Press, Inc. US - 2022-00523611 5899--Lulu Press, Inc. US - 2022-00523563 5899--Lulu Press, Inc. US - 2022-00524038 5899--Lulu Press, Inc.	5899--Lulu Press, Inc. 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu	10136003998 10136003998 10136003998 10136003998 10136003998 10136003998	182.69 182.69 182.69 182.69 182.69 182.69	35.50 25.78 37.27 37.97 36.17	In Transit In Transit In Transit In Transit In Transit In Transit	900 - Operations 900 - Operations 900 - Operations 900 - Operations	2073 - Excel Academy Charter School - Helendale 2073 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale 2073 - Excel Academy Charter School - Helendale	
11/23/2022	11/2/2022	149	5302--Little Ears Therapy Center	5100 - SpEd Consultants and Ven	10136003992	160.00	160.00	In Transit	Speech 22-23	907 - SPED
11/23/2022	10/31/2022	1202	5572--Sunny Kids Therapy	5100 - SpEd Consultants and Ven	10136004005	158.65	158.65	In Transit	OT Services 22-23	907 - SPED
11/23/2022	5/31/2022	8471	5162--Effectual Educational Consulting Service 5162--Effectual Educational Consulting Service 5162--Effectual Educational Consulting Service	5100 - SpEd Consultants and Ven 5100 - SpEd Consultants and Ven 5100 - SpEd Consultants and Ven	10136004016 10136004016 10136004016	8,456.25 8,456.25 8,456.25	5,526.25 2,600.00 300.00	In Transit In Transit In Transit	21-22 OT, PT, DH, Vision, Nursing 21-22 Speech Services 21-22 Counseling Services	907 - SPED 907 - SPED 907 - SPED
11/23/2022	9/30/2022	148201	V3100--Oxford Consulting Services, Inc.	5100 - SpEd Consultants and Ven	10136004026	5,750.39	2,906.75	In Transit	BIS, OT, PT, AT Services	907 - SPED
11/23/2022	9/30/2022	148202	V3100--Oxford Consulting Services, Inc.	5100 - SpEd Consultants and Ven	10136004026	5,750.39	594.00	In Transit	Counseling Services Counseling Services	907 - SPED 907 - SPED
11/23/2022	11/16/2022	B-267241952	2749--Circle City School Enrichment Program	5880 - Instructional Vendors &	10136004027	4,052.00	4,052.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/2/2022	102771	5644--Infinity Kids Corporation 5644--Infinity Kids Corporation	5100 - SpEd Consultants and Ven 5100 - SpEd Consultants and Ven	10136003994 10136003994	3,927.50 3,927.50	1,430.00 2,497.50	In Transit In Transit	Speech Services OT & PT Services	907 - SPED 907 - SPED
11/23/2022	10/20/2022	3443683	5108--CliftonLarsonAllen LLP 5108--CliftonLarsonAllen LLP	5820 - Audit & CPA 5820 - Audit & CPA	10136003991 10136003991	3,622.50 3,622.50	2,390.85 1,231.65	In Transit In Transit	900 - Operations 900 - Operations	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale
11/23/2022	11/2/2022 11/2/2022	1251 1252	5413--TSW Therapy, Inc. 5413--TSW Therapy, Inc.	5100 - SpEd Consultants and Ven 5100 - SpEd Consultants and Ven	10136004029 10136004029	3,337.50 2,005.00	1,312.50 2,005.00	In Transit In Transit	OT Services 22-23 OT Services 22-23	907 - SPED 907 - SPED
11/23/2022	11/12/2022	B-267235971	5495--Little School of Music	5880 - Instructional Vendors &	10136003996	2,734.60	2,734.60	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/15/2022	2223011	5446--Motivated Youth Academy 5446--Motivated Youth Academy	5800 - Professional Services - 5800 - Professional Services -	10136004024 10136004024	2,395.31 2,395.31	1,580.90 814.41	In Transit In Transit	900 - Operations 900 - Operations	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale
11/23/2022	11/7/2022 10/31/2022 11/7/2022 10/31/2022 10/31/2022	SINW5330 SINW5309 SINW5324 SINW5466 SINW5514	3210--Bright Thinker 3210--Bright Thinker 3210--Bright Thinker 3210--Bright Thinker 3210--Bright Thinker	4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu	10136004002 10136004002 10136004002 10136004002 10136004002	1,320.67 1,320.67 1,320.67 1,320.67 1,320.67	357.23 124.49 465.48 124.49 248.98	In Transit In Transit In Transit In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale 2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale 2053 - Excel Academy Charter School - Warner
11/23/2022	11/12/2022	B-267235970	2174--Gracie Barra Corona	5880 - Instructional Vendors &	10136004032	1,132.00	1,132.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/15/2022	B-267242010	2383--Guitar Ninjas 2383--Guitar Ninjas	5880 - Instructional Vendors & 5880 - Instructional Vendors &	10136004021 10136004021	1,080.00 1,080.00	290.00 790.00	In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale
11/23/2022	11/18/2022	B-267242005	2857--James Lowe	5880 - Instructional Vendors &	10136004031	685.00	685.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/12/2022	B-267235944	4197--Victoria Knell 4197--Victoria Knell	5880 - Instructional Vendors & 5880 - Instructional Vendors &	10136004020 10136004020	572.50 572.50	412.50 160.00	In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale
11/23/2022	10/31/2022 10/17/2022 11/3/2022 11/4/2022	7280 7269 7286 7288	1260--McRuffy Press, LLC 1260--McRuffy Press, LLC 1260--McRuffy Press, LLC 1260--McRuffy Press, LLC	4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu	10136004019 10136004019 10136004019 10136004019	553.50 553.50 553.50 553.50	37.90 229.85 207.85 77.90	In Transit In Transit In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale 2073 - Excel Academy Charter School - Helendale 2073 - Excel Academy Charter School - Helendale
11/23/2022	10/7/2022 11/1/2022 11/2/2022 10/31/2022 10/5/2022 11/2/2022 11/3/2022	1.25422E+11 1.25752E+11 1.25811E+11 1.25729E+11 1.25411E+11 1.25811E+11 1.25822E+11	1191--McGraw Hill LLC 1191--McGraw Hill LLC 1191--McGraw Hill LLC 1191--McGraw Hill LLC 1191--McGraw Hill LLC 1191--McGraw Hill LLC 1191--McGraw Hill LLC	4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu	10136003985 10136003985 10136003985 10136003985 10136003985 10136003985 10136003985	535.35 535.35 535.35 535.35 535.35 535.35 535.35	69.20 105.89 19.56 166.54 20.58 20.58 5.00	In Transit In Transit In Transit In Transit In Transit In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds	2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner
11/23/2022	11/17/2022	B-267242012	3401--Christina Choate	5880 - Instructional Vendors &	10136004006	520.00	520.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/17/2022	1191	5809--Charter Connect 5809--Charter Connect	5841 - Community Marketing 5841 - Community Marketing	10136003999 10136003999	500.00 500.00	170.00 330.00	In Transit In Transit	900 - Operations 900 - Operations	2073 - Excel Academy Charter School - Helendale 2053 - Excel Academy Charter School - Warner
11/23/2022	8/31/2022 9/30/2022	822 922	5378--Specialized Therapy Services, Inc. 5378--Specialized Therapy Services, Inc. 5378--Specialized Therapy Services, Inc.	5100 - SpEd Consultants and Ven 5100 - SpEd Consultants and Ven 5100 - SpEd Consultants and Ven	10136004008 10136004008 10136004008	475.00 475.00 475.00	20.00 380.00 75.00	In Transit In Transit In Transit	Speech Services 22-23 ERMS Services 22-23	907 - SPED 907 - SPED
11/23/2022	11/1/2022 11/1/2022 11/1/2022	913632 913674 913674	5016--All About Learning Press, Inc. 5016--All About Learning Press, Inc. 5016--All About Learning Press, Inc.	4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu	10136003997 10136003997 10136003997	467.73 467.73 467.73	117.65 105.89 244.43	In Transit In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds 910 - Instructional Funds	2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner 2053 - Excel Academy Charter School - Warner
11/23/2022	11/17/2022	5025-111722	5025--Ana Santoyo or Manuel Santoyo 5025--Ana Santoyo or Manuel Santoyo	5100 - SpEd Consultants and Ven 5100 - SpEd Consultants and Ven	10136004037 10136004037	19,125.00 19,125.00	12,622.50 6,502.50	In Transit In Transit	907 - SPED 907 - SPED	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale
11/23/2022	10/20/2022	906045	99997--Imagine Learning Inc. 99997--Imagine Learning Inc.	4100 - Textbooks & Core Curricu 4100 - Textbooks & Core Curricu	10136003987 10136003987	16,225.00 16,225.00	4,675.00 11,550.00	In Transit In Transit	910 - Instructional Funds 910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale 2053 - Excel Academy Charter School - Warner
11/23/2022	10/31/2022	INV-0060	3234--California Pacific Charter Schools 3234--California Pacific Charter Schools	5890 - Misc Other Outside Servi 5890 - Misc Other Outside Servi	10136004025 10136004025	8,038.50 8,038.50	5,305.41 2,733.09	In Transit In Transit	900 - Operations 900 - Operations	2053 - Excel Academy Charter School - Warner 2073 - Excel Academy Charter School - Helendale
11/23/2022	11/9/2022	1VCH-3N17-LXFP	1925--Amazon Capital Services, Inc.	4350 - Other Supplies - Materia	20136002122	2,628.65	9.39	In Transit	907 - SPED	2053 - Excel Academy Charter School - Warner
11/23/2022	11/13/2022	117V-FKJ1-FJN4	1925--Amazon Capital Services, Inc.	4350 - Other Supplies - Materia	20136002122	2,628.65	4.83	In Transit	907 - SPED	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/13/2022	1DNH-HEJK-CT37	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	32.56	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/7/2022	119X-F7KL-39TT	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	62.61	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/9/2022	1MFT-HEQN-K9XC	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	72.28	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/13/2022	1MFM-TFJL-CCOW	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	129.40	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/13/2022	1LCP-RRWV-DXV7	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	174.59	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/14/2022	1469-TNRY-EP1Q	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	96.34	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/10/2022	1933-FWJ1-MCCC	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	124.34	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/4/2022	1LHJ-DKWF-3NWC	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	39.87	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/8/2022	145D-TMFM-FY7W	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	85.02	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/17/2022	1G1O-G374-4H1L	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	15.42	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/17/2022	1G1O-G374-4H1L	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	15.42	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/31/2022	1V06-KX33-6XRW	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	165.93	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/1/2022	1LCC-CH3J-63NP	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	15.07	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/17/2022	1W0D-MQVW-2L4J	1925--Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002122	2,628.65	28.85	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/31/2022	14QD-TQ9F-7V71	1925--Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	125.29	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

11/16/2022	10YF - CHCM - DROY	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	86.49	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale	
11/17/2022	19M4 - 6WR9 - TIDF	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	31.24	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/21/2022	1D0K - 8K66 - CR17	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	18.04	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/22/2022	1WVD - M0VN - J779	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	45.54	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale	
11/17/2022	1M1R - 9F9D - 1X7L	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	18.24	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/17/2022	1M6N - PL7N - 4LVC	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002122	2,628.65	38.57	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Warner	
11/17/2022	16V9 - J MNC - 4D9X	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	17.58	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale	
11/17/2022	13ZP - RFDW - H9Z7	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	138.93	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale	
11/17/2022	177F - QJTF - 93KD	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002122	2,628.65	28.64	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/22/2022	1LCC - CH3J - Q4YR	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	58.72	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/22/2022	1WVD - M0VN - GQYF	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	128.20	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/16/2022	1M1I - D9N6 - G8CT	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002122	2,628.65	98.98	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/17/2022	1Y0P - Q97F - 14XF	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	75.88	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale	
11/17/2022	141M - NXC7 - JF7W	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002122	2,628.65	24.41	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Warner	
11/17/2022	13ZP - G4M4 - 131F	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	107.80	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale	
11/17/2022	1U7F - QODI - QW79	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	33.78	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale	
11/22/2022	1FV1 - MFK9 - 60JN	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	34.54	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/17/2022	13ZP - RFDW - 997J	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	66.29	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/22/2022	1MxD - PLCF - 6GRF	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	64.60	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/22/2022	1FV1 - MFK9 - 60JN	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002122	2,628.65	25.38	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/17/2022	13ZP - RFDW - 997J	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002122	2,628.65	36.51	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/17/2022	1LCC - CH3J - F08F	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002122	2,628.65	34.36	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner	
11/23/2022	11/1/2022	B-26728266	v16222 - The Claremont Club	5880 - Instructional Vendors &	10136004012	1,380.00	1,380.00	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/18/2022	B-26724204	1500 - Optmus Learning School	5880 - Instructional Vendors &	20136002128	1,328.00	1,328.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/14/2022	3912437	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	21.45	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/19/2022	3902466	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	95.68	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/18/2022	3900870	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	183.93	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/7/2022	3913070	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	16.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/31/2022	3908720	1201 - Rainbow Resource Center, Inc.	4310 - Materials & Supplies	20136002132	806.00	30.24	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/7/2022	3913022	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	30.91	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/7/2022	3912535	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	73.92	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	10/21/2022	3904127	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	49.38	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/17/2022	3913062	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	142.56	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/4/2022	3912227	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	49.59	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/7/2022	3913062	1201 - Rainbow Resource Center, Inc.	4100 - Textbooks & Core Curricu	20136002132	806.00	49.59	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/11/2022	B-267235955	3082 - AISajidah Academy	5880 - Instructional Vendors &	20136002130	800.00	800.00	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/12/2022	EA-1022	5482 - Elite Academics LLC	5880 - Instructional Vendors &	20136002133	765.00	205.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/12/2022	EA-0922	5482 - Elite Academics LLC	5880 - Instructional Vendors &	20136002133	765.00	560.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/14/2022	B-267241949	5880 - Archery Champs	5880 - Instructional Vendors &	20136002123	275.00	275.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/16/2022	FSA-2089-120022	5795 - BRMS - FSA	3990 - PY Benefit Adjustments	20136002127	250.00	165.00	In Transit	000 - General	2053 - Excel Academy Charter School - Warner
11/23/2022	11/16/2022	FSA-2089-120022	5795 - BRMS - FSA	3990 - PY Benefit Adjustments	20136002127	250.00	85.00	In Transit	000 - General	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/11/2022	B-267235957	4174 - FortePlano Music School	5880 - Instructional Vendors &	20136002136	180.00	180.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/12/2022	B-267235977	5877 - Ultra Ju Jitsu Academy	5880 - Instructional Vendors &	20136002125	160.00	160.00	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/17/2022	KE-0223838511012238	2276 - KwiCo., Inc.	4100 - Textbooks & Core Curricu	20136002129	134.63	134.63	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/12/2022	3523040526	1264 - Staples	4320 - Office Supplies	20136002134	131.21	36.29	In Transit	909 - Business services	2053 - Excel Academy Charter School - Warner
11/23/2022	11/12/2022	3523040527	1264 - Staples	4320 - Office Supplies	20136002134	131.21	19.00	In Transit	909 - Business services	2073 - Excel Academy Charter School - Helendale
11/23/2022	11/12/2022	3523040527	1264 - Staples	4320 - Office Supplies	20136002134	131.21	49.71	In Transit	909 - Business services	2053 - Excel Academy Charter School - Warner
11/23/2022	11/12/2022	3523040527	1264 - Staples	4320 - Office Supplies	20136002134	131.21	25.61	In Transit	909 - Business services	2073 - Excel Academy Charter School - Helendale
11/23/2022	10/15/2022	B-267222100	5875 - Valley Wide Elite Gymnastics	5880 - Instructional Vendors &	20136002126	110.10	110.10	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/23/2022	11/18/2022	B-267242050	1937 - Play Your Part, Inc.	5880 - Instructional Vendors &	20136002131	95.00	95.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	11/25/2022	5390-112522	5390 - Susan Houle	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2053 - Excel Academy Charter School - Warner
11/25/2022	11/25/2022	5390-112522	5390 - Susan Houle	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2073 - Excel Academy Charter School - Helendale
11/25/2022	11/25/2022	5386-112522	5386 - Steve Fraire	5800 - Professional Services -	300.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2073 - Excel Academy Charter School - Helendale
11/25/2022	11/25/2022	5386-112522	5386 - Steve Fraire	5800 - Professional Services -	300.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2053 - Excel Academy Charter School - Warner
11/25/2022	11/25/2022	5342-112522	5342 - Michael Humphrey	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2073 - Excel Academy Charter School - Helendale
11/25/2022	11/25/2022	5342-112522	5342 - Michael Humphrey	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2053 - Excel Academy Charter School - Warner
11/25/2022	11/25/2022	5289-112522	5289 - Larry Alvarado	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2053 - Excel Academy Charter School - Warner
11/25/2022	11/25/2022	5289-112522	5289 - Larry Alvarado	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2073 - Excel Academy Charter School - Helendale
11/25/2022	11/25/2022	5427-112522	5427 - William Hall	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2053 - Excel Academy Charter School - Warner
11/25/2022	11/25/2022	5427-112522	5427 - William Hall	5800 - Professional Services -	600.00	300.00	In Transit	Board Stipend - 11.01.22-11.30.22	900 - Operations	2073 - Excel Academy Charter School - Helendale
11/25/2022	11/16/2022	2089-122022	5796 - BRMS - CharterLife	3990 - PY Benefit Adjustments	20136002124	101,105.69	34,375.93	In Transit	000 - General	2073 - Excel Academy Charter School - Helendale
11/25/2022	11/16/2022	2089-122022	5796 - BRMS - CharterLife	3990 - PY Benefit Adjustments	20136002124	101,105.69	66,729.76	In Transit	000 - General	2053 - Excel Academy Charter School - Warner
11/25/2022	8/24/2022	90196978	3357 - Curriculum Associates, LLC	4101 - Textbooks & Core Curricu	20136002135	30,100.00	9,030.00	In Transit	906 - Education Services	2073 - Excel Academy Charter School - Helendale
11/25/2022	10/25/2022	90196978	3357 - Curriculum Associates, LLC	4101 - Textbooks & Core Curricu	20136002135	30,100.00	21,070.00	In Transit	906 - Education Services	2053 - Excel Academy Charter School - Warner
11/25/2022	10/27/2022	1VMI - 919R - JXJX	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	109.82	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	10/26/2022	11M1 - T1D7 - 4X7J	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	20.98	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/25/2022	10/29/2022	14HD - P1H4 - CYPF	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	71.82	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	10/27/2022	119G - T1M6 - P4K6	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002121	2,997.62	42.43	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	10/27/2022	11CC - H841 - HVVT	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	38.15	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	10/30/2022	1P0Y - NWWP - L133	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	19.00	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	10/26/2022	1FR8 - G8WK - G9FL	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	39.22	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/25/2022	10/30/2022	1K6D - MWH1 - 490D	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	76.12	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	10/26/2022	1FR8 - G8WK - G9FL	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	39.22	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale
11/25/2022	10/25/2022	1RWD - X9P - 1VCX	1925 - Amazon Capital Services, Inc.	4310 - Materials & Supplies	20136002121	2,997.62	10.67	In Transit	910 - Instructional Funds	2053 - Excel Academy Charter School - Warner
11/25/2022	10/26/2022	13V7 - 333P - 3P3R	1925 - Amazon Capital Services, Inc.	4100 - Textbooks & Core Curricu	20136002121	2,997.62	40.19	In Transit	910 - Instructional Funds	2073 - Excel Academy Charter School - Helendale

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday December 8, 2022 at 10:00 AM

10/30/2022	149L-XTQJ-L7QN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	28.18	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale	
10/26/2022	1FMM-WKCG-HEKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	49.55	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale	
10/27/2022	1VM1-91PR-7DCD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	67.64	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
10/25/2022	1W6R-FVJ7-CRGL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	71.84	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
10/28/2022	1LWV-01KC-FYVW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	281.88	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
10/27/2022	1YRR-MV7L-NLX6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	72.80	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
10/28/2022	1LWV-01KC-N7HT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	16.14	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
10/26/2022	1P29-T36K-FYTG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	243.41	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
10/27/2022	11CC-IN4J-FHNT	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002121	2,997.62	50.06	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
10/28/2022	11CC-IN4J-V6TQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	170.46	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale	
10/30/2022	1ML-FQOX-VWUJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002121	2,997.62	122.98	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale	
11/28/2022	11/28/2022	5289--Larry Alvarado	5800--Professional Services -		450.00	225.00	In Transit	rd Stipend - 11.01.22-11.30.22 - H. Gasca Eval	900--Operations	2073--Excel Academy Charter School - Helendale	
		5289--Larry Alvarado	5800--Professional Services -		450.00	225.00	In Transit	rd Stipend - 11.01.22-11.30.22 - H. Gasca Eval	900--Operations	2053--Excel Academy Charter School - Warner	
11/28/2022	11/28/2022	5427--William Hall	5800--Professional Services -		450.00	225.00	In Transit	rd Stipend - 11.01.22-11.30.22 - H. Gasca Eval	900--Operations	2053--Excel Academy Charter School - Warner	
		5427--William Hall	5800--Professional Services -		450.00	225.00	In Transit	rd Stipend - 11.01.22-11.30.22 - H. Gasca Eval	900--Operations	2073--Excel Academy Charter School - Helendale	
11/28/2022	11/28/2022	5795--BMS - FSA	9516--Voluntary FSA		601.71	317.93	In Transit		000--General	2053--Excel Academy Charter School - Warner	
		5795--BMS - FSA	9516--Voluntary FSA		601.71	163.78	In Transit	Erin Rynders	000--General	2073--Excel Academy Charter School - Helendale	
		5795--BMS - FSA	9516--Voluntary FSA		601.71	79.20	In Transit	Erica Flores	000--General	2053--Excel Academy Charter School - Warner	
		5795--BMS - FSA	9516--Voluntary FSA		601.71	40.80	In Transit	Erica Flores	000--General	2073--Excel Academy Charter School - Helendale	
11/28/2022	11/28/2022	5367--San Bernardino Superintendent Of Schoc	9525--STRS	30045	72,720.57	72,720.57	In Transit		000--General	2073--Excel Academy Charter School - Helendale	
11/29/2022	11/29/2022	5050--Berkshire Hathaway Homestate Compani	3990--PY Benefit Adjustments		5,284.88	3,488.03	In Transit	mp - Chargeable Waqes for MPR ending 11.30.22	000--General	2053--Excel Academy Charter School - Warner	
		5050--Berkshire Hathaway Homestate Compani	3990--PY Benefit Adjustments		5,284.88	1,796.85	In Transit	mp - Chargeable Waqes for MPR ending 11.30.22	000--General	2073--Excel Academy Charter School - Helendale	
11/29/2022	11/29/2022	5370--SchoolsFirst	9517--Voluntary 403b	1003929968	15,369.14	1,088.99	In Transit	403B/457B - 11.26.22 Payroll Regular	000--General	2053--Excel Academy Charter School - Warner	
		5370--SchoolsFirst	9517--Voluntary 403b	1003929968	15,369.14	10,116.23	In Transit	403B/457B - 11.26.22 Payroll Regular	000--General	2053--Excel Academy Charter School - Warner	
		5370--SchoolsFirst	9517--Voluntary 403b	1003929968	15,369.14	561.01	In Transit	403B/457B - 11.26.22 Payroll Regular	000--General	2073--Excel Academy Charter School - Helendale	
		5370--SchoolsFirst	9517--Voluntary 403b	1003929968	15,369.14	3,602.91	In Transit	403B/457B - 11.26.22 Payroll Regular	000--General	2073--Excel Academy Charter School - Helendale	
11/30/2022	11/30/2022	5229--The Irvine Co/One Technology	5610--Facility Rents & Leases		6,555.31	4,326.50	In Transit	12.01.22-12.31.22 Rent	900--Operations	2053--Excel Academy Charter School - Warner	
		5229--The Irvine Co/One Technology	5610--Facility Rents & Leases		6,555.31	2,228.81	In Transit	12.01.22-12.31.22 Rent	900--Operations	2073--Excel Academy Charter School - Helendale	
Total for CHASE 9313					684,662.14	684,662.14					

Coversheet

Consent - Education Student/Services

Section: XII. Consent
Item: B. Consent - Education Student/Services
Purpose:
Submitted by:
Related Material: EACS School-Parent Compact - 22_23 (2).pdf

BACKGROUND:

Background: Our EACS School-Parent Compact is an agreement that parents and teachers developed together. The compact details the ways parents and teachers share the responsibility to ensure all students make academic progress.

RECOMMENDATION:

It is recommended the board approve the EACS School-Parent Compact as presented.



School-Parent Compact

Excel Academy Charter School (EACS) distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways EACS and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- EACS's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, monthly learning period meetings; frequent reports on student progress; and access to staff (ESSA Section 1116[d][2]).
- Parent-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to participate in their child's education (ESSA Section 1116[d][2][C]).

How does the EACS address this?

- EACS will provide high-quality curriculum and instruction.
- Parent, student, and teacher receipt of policies will be signed annually along with the EACS's master agreement.
- Communication and access to the staff are conducted and available through monthly learning period meetings, email communication, and social media outlets.

- Title I Family and Parent Engagement Policy and the School-Parent Compact will be discussed annually at School Site Council and ELAC meetings.
- Student progress is discussed at each monthly learning period meeting. Report cards are provided each semester.
- Given the model of the school, the parents are highly active participants in their child's education.
- Parents have access to staff via email and monthly learning period meetings.

EACS engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, EACS has established the following practices:

- ToRs share and discuss diagnostic assessment results with families and students.
- ToRs share student progress reports twice annually.
- Students selected for synchronous supplemental instruction are given newsletter updates each Learning Period, as well as supplemental progress reports twice annually.
- Overall school performance including both CAASPP and local assessments is shared twice annually through School Site Council and ELAC Meetings.

EACS provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Scheduled learning period meetings with the Teacher of Record.
- Pre-planning assignments to be completed for the learning periods.
- Reviewing local and state assessments and performance scores.
- Providing support for students needing interventions through the school's MTSS Program.

EACS provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Parent training and webinars
- Parent resources found on the EACS website
- School Site Council, ELAC, and PAC meetings
- Observation of synchronous instruction

- Specially Designed Academic Instruction and Curriculum

With the assistance of Title I, Part A parents and family members, EACS educates staff members on the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Teacher professional development
- Resources provided in the EACS Teacher of Record Manual

EACS coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- EACS will provide Title I goals and action items in the School Plan for Student Achievement (SPSA) and/or Local Control Accountability Plan (LCAP).
- EACS will provide parent and student outreach events, such as Parent Summit, Back to School Events, Science Fair, Field Trips, Inquiry Workshops, Book Clubs, Buddies Program, SEL lessons, etc.

EACS distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Information will be presented in a digital format that can be translated with the use of technology.
- Information will be presented in a way that is understandable to parents.
- Information that will be presented visually and verbally, as applicable.

EACS provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- EACS will provide parent and student outreach events, such as Parent Summit, Back to School Events, Science Fair, Field Trips, Inquiry Workshops, etc. Translators and/or other accommodations are offered in order to fully support family participation.

EACS provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Translation is provided and translators will be available upon request.

- Information is presented in a way that is understandable by parents
- Information is presented visually and verbally, as applicable.

This Compact will be in effect for the 2022-2023 school year.

Coversheet

Consent - Personnel Services

Section: XII. Consent
Item: C. Consent - Personnel Services
Purpose:
Submitted by:
Related Material: Travel Manual (3).pdf
Employee Handbook December 2022 - EACS.pdf

BACKGROUND:

Item: Excel Academy Charter School Travel Manual

Background: The Excel Academy Charter School Travel Manual outlines policies and procedures for staff when attending conferences, trainings, or any work-related task that is outside of the employee's normal workplace. The Travel Manual outlines expense procedures, transportation standards, reimbursements, and required annual travel for administrative staff.

Item: Employee Handbook Mid-Year Update

Background: The Excel Academy Employee Handbook was updated to reflect edits to compliance in bereavement, FTE chart and reporting contact information areas.

RECOMMENDATION:

It is recommended the Board approve the Excel Academy Charter School Travel Manual as presented.

It is recommended the Board approve the Excel Academy Employee Handbook Mid-year Updates as presented.

Travel & Expense

MANUAL

TABLE OF CONTENTS

OVERVIEW

Overview	01
Authorization & Responsibility	01
Personal Funds	01
Vacation in Conjunction with Travel	01
Exceptions	02



TRAVEL EXPENSES/PROCEDURES

General Information	03
Permissible prepaid travel expenses	03
Transportation	03-04
Conference Registration Fees	04
Travel Advances	04
Reimbursements	05
Transportation	05-06
Conference Registration Fees	06
Lodging	06
Meals	07
Other	07-08
Required Annual Travel for Administrative Staff	09



OVERVIEW



It is the policy of Excel Academy Charter School to reimburse staff for reasonable and necessary expenses incurred during approved work-related travel. Employees seeking reimbursement should incur the lowest reasonable travel expenses and exercise care to avoid impropriety or the appearance of impropriety. Reimbursement is allowed only when reimbursement has not been, and will not be, received from other sources. If a circumstance arises that is not specifically covered in this travel policy, then the most conservative course of action should be taken. Business travel policies are aligned with company reimbursement rules. All business-related travel paid with Excel Academy Charter School funds must comply with school expenditure policies.

AUTHORIZATION & RESPONSIBILITY >

Staff travel must be authorized. Travelers should verify that planned travel is eligible for reimbursement before making travel arrangements, if it has not already been made for them. Within 30 days of completion of a trip, the traveler must submit for travel reimbursement via Paycom self service portal.

An individual may not approve his or her own travel or reimbursement; a supervisor will be assigned for online approval via Paycom self service portal. Travel reimbursement form must be approved by the Executive Director or the Director of Business Services (for travel over \$5,000) or by the business manager (for travel over \$1,000).

Travel and reimbursement for members of the management team must be approved by the Executive Director and will be reviewed annually by the internal audit.

Designated approval authorities are required to review expenditures and withhold reimbursement if there is reason to believe that the expenditures are inappropriate or extravagant.

PERSONAL FUNDS

Travelers should review reimbursement guidelines before spending personal funds for business travel to determine if such expenses are reimbursable. Excel Academy Charter School reserves the right to deny reimbursement of travel-related expenses for failure to comply with applicable policies and procedures.

Travelers who use personal funds to facilitate travel arrangements will not be reimbursed until after the trip occurs and proper documentation is submitted.



VACATION IN CONJUNCTION WITH BUSINESS TRAVEL >

In cases in which vacation time is added to a business trip, any cost variance in airfare, car rental or lodging must be clearly identified on the expense management submission. Excel Academy Charter School will not prepay any personal expenses with the intention of being "repaid" at a later time, nor will any personal expenses be reimbursed.

EXCEPTIONS >

Occasionally, it may be necessary for travelers to request exceptions to this travel policy. Requests for exceptions to the policy must be made in writing and approved by the supervisor and Executive Director.

Exceptions related to the Executive Director's or the Director of Business Services must be submitted for approval to the opposite person or to the treasurer of the board for approval. In most instances, the expected turnaround time for review and approval is five business days.



TRAVEL EXPENSES / PROCEDURES



GENERAL INFORMATION >

Authorized business travel for staff that includes prepayments must be pre-approved and generally pre-booked by the designated Excel staff member. This includes lodging, airfare and car rental. Reimbursement of parking, meals, mileage, gasoline in lieu of mileage and ferry or bus passes do not require pre-approval requests and can be submitted up to (30) days after the trip.

PERMISSIBLE PREPAID TRAVEL EXPENSES

Before the travel, Excel Academy Charter School may issue prepayments for airfare, rail transportation, rental vehicles, conference registration fees and cash advances. Applicable policies and methods of payments for these prepayments follow:

- **AIRFARE**

Travelers are expected to obtain the lowest available airfare that reasonably meets business travel needs. Airfare may be prepaid by the Excel business office.

Flights should be booked at least 30 days in advance to avoid premium airfare pricing.

Coach class or economy tickets must be purchased for domestic or international flights with flight time totaling less than five consecutive hours excluding layovers.

A less-than-first-class ticket (i.e. business class) may be purchased at Excel Academy Charter School's discretion for domestic or international flights with flight time exceeding five consecutive hours excluding layovers.

Airfare may be purchased with a credit card or check through the Excel business office with a request on requisition form.

PERMISSIBLE PREPAID TRAVEL EXPENSES CONTINUED

• RAIL TRANSPORTATION

Excel Academy Charter School will prepay rail transportation provided that the cost does not exceed the cost of the least expensive airfare.



• RENTAL VEHICLES

Excel Academy Charter School will pay for approved use of a rental vehicle. See the section on reimbursements below in this section.

• CONFERENCE REGISTRATION FEES

Conference registration fees can be prepaid with a credit card or check through the Excel business office with submission of a requisition form. Business-related banquets or meals that are considered part of the conference can be paid with the registration fees; however, such meals must be deducted from the traveler's per diem allowance. For example: if a sponsored meal is available staff cannot submit per diem expense reimbursement requests for dining elsewhere.

• TRAVEL ADVANCES

Cash advances are authorized for specific situations that might cause undue financial hardship for business travelers. These situations are limited to staff traveling on behalf of Excel Academy Charter School. A maximum of 80 percent of the total estimated cost can be advanced, and must be pre-approved 30 days prior to the day of the trip.

Expenses associated with the travel must be reconciled and substantiated within two weeks of the return date. The traveler must repay Excel Academy Charter School for any advances in excess of the approved reimbursable expenses. The department initiating the travel is responsible for notifying the business office to deposit any excess funds into the appropriate departmental account.

Travel advances are processed by submitting a completed requisition form to the business office. Reimbursement for any remaining expenses is processed through Paycom self service portal and approved by the designated approval authority.



REIMBURSEMENTS



Requests for reimbursements of travel-related expenses are submitted via employee Paycom self service portal.

Submissions must be made within two weeks after the trip is completed. Travel Reimbursement forms not submitted within this time frame require exception approval from the Executive Director or from the Director of Business Services.

Reimbursement of travel expenses is based on documentation of reasonable and actual expenses supported by the original, itemized receipts where required. Reimbursements that may be paid by Excel Academy Charter School are shown below:

- **AIRFARE**

If the airfare was not prepaid by the business office, an original itemized airline receipt, an e-ticket receipt/statement or an Internet receipt/statement is required. The receipt must show the method of payment and indicate that payment was made.

- **RAIL TRANSPORTATION**

If rail transportation was not prepaid by the business office, an original itemized receipt, original e-ticket receipt/statement or Internet receipt/statement is required. The receipt must show the method of payment and indicate that payment was made.

- **AUTOMOBILE (PERSONALLY OWNED - DOMESTIC TRAVEL)**

A valid driver's license issued within the United States and personal automobile insurance are required for expenses to be reimbursed. Drivers should be aware of the extent of coverage (if any) provided by his or her automobile insurance company for travel that is business or not personal in nature.

Reimbursement for use of a personal automobile is based on the IRS mileage rate.

Paycom self service portal expense submission is required for reimbursement of all mileage expenses. Travelers may opt to request reimbursement for actual gasoline expenses in lieu of the IRS mileage rate.

- **AUTOMOBILE (RENTAL—DOMESTIC TRAVEL)**

Reimbursement for a commercial rental vehicle as a primary mode of transportation is authorized only if the rental vehicle is more economical than any other type of public transportation, or if the destination is not otherwise accessible. Vehicle rental at a destination city is reimbursable. Original receipts are required.

• **AUTOMOBILE (RENTAL—DOMESTIC TRAVEL) CONT.**

Excel Academy Charter School authorizes reimbursement for the most economic vehicle available. In certain circumstances larger vehicles may be rented, with supervisory approval. The rental agreement must clearly show the date and the points of departure/arrival, as well as the total cost. Drivers must adhere to the rental requirements, and restrictions must be followed. Original receipts are required.

When vehicle rentals are necessary, Excel Academy Charter School encourages travelers to purchase collision damage waiver (CDW) and loss damage waiver (LDW) coverage. Excel Academy Charter School will reimburse the cost of CDW and LDW coverage; all other insurance reimbursements will be denied.

Drivers should be aware of the extent of coverage (if any) provided by his or her automobile insurance company for travel that is business or not personal in nature.

Parking fees, tolls and other incidental costs associated with the vehicle use are not covered by the rental agreement but will be reimbursed through Paycom expense submission.

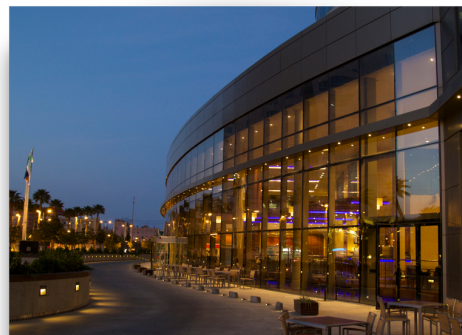
Travelers are strongly encouraged to fill the gas tank before returning the vehicle to the rental agency to avoid service fees and more expensive fuel rates.

• **CONFERENCE REGISTRATION FEES**

If the conference fee was not prepaid, Excel Academy Charter School will reimburse these fees, including business-related banquets or meals that are part of the conference registration. Original receipts to support the payment are required. If the conference does not provide a receipt, then a canceled check, credit card slip/statement or documentation that the amount was paid is required for reimbursement.

Entertainment activities such as golf outings and sightseeing tours will not be reimbursed if not hosted and sponsored by the school.

Registration fees paid directly by an individual will not be reimbursed until the conference is completed.



• **LODGING (COMMERCIAL)**

The cost of overnight lodging (room rate and tax only) will be reimbursed to the traveler if the authorized travel is 45 miles or more from the traveler's home or primary worksite.

Exceptions to this restriction may be approved in writing by the Executive Director.

Excel Academy Charter School will reimburse lodging expenses at reasonable, single occupancy or standard business room rates. When the hotel or motel is the conference or convention site, reimbursement will be limited to the conference rate.

Only single room rates are authorized for payment or reimbursement unless the second party is representing the agency in an authorized capacity. If the lodging receipt shows more than a single occupancy, the single room rate must be noted. If reimbursement for more than the single room rate is requested, the name of the second person must be included.

- **MEALS (PER DIEM)**

Excel Academy Charter School per diem rates are based on the U.S. General Services Administration Guidelines, which vary by city location. In addition to meals these rates include incidental expenses such as laundry, dry cleaning and service tips (e.g., housekeeping or porter tips). Incidental expenses, unless specifically cited in this policy, will not be reimbursed. Staff is urged to use personal methods of payments for incidentals and not charge items to lodging.

Per diem reimbursements are based on departure and return times over the entire 24-hour day and are prorated accordingly.

If a free meal is included in a conference registration fee and sponsored by the school or host, built into the standard, single hotel room rate or replaced by a legitimate business meal, the per diem allowance for that meal may not be claimed.

Receipts are not required for per diem allowances. Per diem allowances are reimbursed after the trip is completed via Paycom self service portal.

- **BUSINESS MEALS**

Travelers are required to follow Excel Academy Charter School expenditure policies when requesting reimbursement for business meals. Original itemized receipts are required. Food and non-alcoholic beverages ONLY can be claimed. Per diem meals include expense of no more than \$80 per day:



Breakfast = \$20
Lunch = \$25
Dinner = \$35

- **BUSINESS EXPENSES**

Business expenses, including faxes, photocopies, Internet charges, data ports, airline WiFi, and business telephone calls incurred while on travel status, can be reimbursed. Original itemized receipts are required.

- **PARKING**

Original receipts are required for parking fees (including airport parking). The lodging bill can be used as a receipt when charges are included as part of the overnight stay.

- **TELEPHONE CALLS**

The costs of personal telephone calls are the responsibility of the individual.

- **TOLLS**

Original receipts are required for tolls.

- **MISCELLANEOUS TRANSPORTATION**

Original receipts are required for taxi, bus, subway, metro, ferry and other modes of transportation.



• VISA, PASSPORT FEES, AND IMMUNIZATIONS

If these items are required for international travel, their reimbursement is left to the discretion of your supervisor. If approved by the designated authority, original itemized receipts are required.



• NON-REIMBURSABLE TRAVEL EXPENSES

The following items that may be associated with business travel will not be reimbursed by Excel Academy Charter School:

- Airline club memberships.
- Airline upgrades.
- Business class for domestic flights or first class for all flights.
- Child care, babysitting, house-sitting, or pet-sitting/kennel charges.
- Commuting between home and the primary work location.
- Costs incurred by traveler's failure to cancel travel or hotel reservations in a timely fashion unless company sponsored cancellation.
- Evening or formal wear expenses.
- Haircuts and personal grooming.
- Laundry and dry cleaning.
- Alcoholic beverages.
- Passports, vaccinations and visas when not required as a specific and necessary condition of the travel assignment.
- Personal entertainment expenses, including in-flight movies, headsets, health club facilities, hotel pay-per-view movies, in-theater movies, social activities and related incidental costs.
- Travel accident insurance premiums or purchase of additional travel insurance.
- Other expenses not directly related to business travel.

• TRAVEL FOR NON-EMPLOYEES

Additional costs for travel, lodging, meal or other travel expenses for spouses or other family members will not be reimbursed unless the individual has a bona fide company purpose for engaging in the travel or attending the event. Such travel is generally limited to Executive Administration and should occur infrequently.



REQUIRED ANNUAL TRAVEL FOR ADMINISTRATIVE STAFF :

- ALL EXECUTIVE DIRECTORS
- ALL DIRECTORS
- APPLICABLE ASSISTANT DIRECTORS

A+PLUS+ NETWORKING CONFERENCE: OCTOBER

(ALWAYS IN SO. CAL)

CCSA: MARCH

(ALTERNATES NOR CAL AND SO CAL) IN 23/24 WILL BE SO CAL .

CSDC: NOVEMBER OR EARLY DECEMBER

(ALTERNATES NOR CAL AND SO CAL) IN 23/24 WILL BE SO CAL .

ADMIN RETREAT: NOVEMBER

SELPA MEETINGS: 4 MEETINGS PER YEAR

HEIDI AND LARA ULMER(2 MEETINGS A YEAR) OR HEIDI AND LARRY ALVARADO(2 MEETINGS)



As Administrative representation is important at local and state industry conferences, we ask all Administrative staff to make a commitment to attending the required events. We ask that staff are in attendance the duration of the event and complete any sessions assigned by the Executive Director.

Written request must be submitted 30 days prior to, or at earliest notice, to the Executive Director that Administrative staff is unable to attend mandatory conference events.

Staff unable to attend events for non-business related purposes must complete submission of the appropriate alternative time management request via Paycom self service portal.

Employee Handbook

August 2022



The Employee Handbook may not be changed in any way without express written approval from the Board of Directors.

TABLE OF CONTENTS

Right to Revise	8
At-Will Employment Status	8
Section I: Nondiscrimination Policies	9
A. Equal Employment Opportunity	9
B. Disability Accommodation	10
C. Anti-Harassment	11
1. Sexual Harassment	12
2. Reporting	14
3. Investigation/Complaint Procedure	14
a. Informal Procedure	15
b. Formal Procedure	15
4. Retaliation	15
5. Conclusion	15
D. Diversity Policy	16
Section II: Employment Requirements	17
A. Child Abuse and Neglect Reporting	17
Confidentiality	18
Failure to Report	18
B. Employee Access to Confidential Information	18
C. Student Data/FERPA	19
D. Conflict of Interest	19
1. Personal Financial Interest	19
2. Statement of Economic Interest (Form 700)	20
3. Personal Relationship	20
E. Anti-Nepotism Policy	21
F. Employment Eligibility Verification Document	21
G. Fingerprinting	22
H. Criminal Background Checks	22
I. Employment Application/Data	22
J. Employment Verifications	23
K. Certification and Licensing	23
L. Mandatory Tuberculosis Testing	23

Section III: Standards of Conduct	24
A. Freedom from Violence	24
B. Prohibited Conduct	25
C. Physical Contact with Students and Other Staff Members	27
D. Off-duty Conduct	28
E. Drug and Alcohol Free Workplace and Awareness Program	29
F. Tobacco Free Workplace	30
G. Punctuality and Attendance	30
H. Professionalism	31
I. Dress Code	32
J. Gifts to Employees	33
K. Fee and Cash Collection	33
L. Building Security	33
Section IV: Personnel Policies and Procedures	34
A. New Employee Orientation	34
B. Employee Status	34
Student Counts	35
C. Job Duties	35
D. Nonexempt Employees	35
1. Work Schedules	35
2. Rest Breaks and Meal Periods	36
a. Rest Breaks	36
b. Number of Rest Breaks	36
c. Timing of Rest Breaks	36
d. Meal Period	36
e. Timing of Meal Period	37
f. Second Meal Period	37
g. Timing of Second Meal Period	37
h. Recording Meal Periods	38
i. Missed Rest Breaks and Meal Periods	38
3. Timekeeping	38
4. Pay for Mandatory Meetings/Training	38
5. Overtime	39
E. Exempt Employees	39
F. Salary Overpayments	39
G. Employee Evaluation	40
H. Corrective Action	40
I. Procedure for Disciplinary Action	41

J. Terminations	42
K. Personnel Records	42
L. Destruction of Personal Information Records	43
M. Employment Posters	43
N. Outside Employment	43
O. Whistleblower Policy	44
P. Complaint Procedure	45
Q. Uniform Complaint Procedures	46
R. Arbitration Agreement	46
Section V: Operational Considerations	49
A. Employer Property	49
B. Use of Electronic Media	50
C. Social Media	51
D. Public Relations	54
E. Solicitation & Distribution	55
F. Inclement Weather/Emergency Closings	55
Section VI: Health and Safety	56
A. Telecommuting	56
B. Student Safety	57
C. Employee Safety	57
D. Transporting Students	58
E. Employee Driving Policy	58
F. Contagious Illnesses in the Workplace	61
G. Gun Violence Restraining Order	62
Section VII: Employee Wages and Benefits	62
A. Wages	62
B. Stipends	63
C. Paydays	63
D. Payroll Withholdings	63
E. Wage Attachments and Garnishments	65
F. Employee Benefits	65
1. Employee Cost Sharing	65
2. Benefit Design and Modification	66
3. Benefit Plan Documents	66
4. Cash in Lieu of Health Benefits	66
5. Right to Modify	67
6. Changes in Health Benefits	67
7. COBRA Benefits	67
	4

8. Look-back Measurement Method – Seasonal and Variable Hour Employees	67
G. Retirement Plan Offerings	68
403(b)/457(b) Deferred Compensation Plan	68
Employer Contributions:	68
California State Teachers Retirement System (CalSTRS)	68
H. Expense Reimbursement Process	69
1. Supplies	69
2. Travel	69
3. Mileage	69
4. Hotel Rooms	69
5. Meals	70
6. Postage	70
7. Procedure for Expensing	70
Section VIII: Leaves, Vacation, and Holidays	71
A. Healthy Workplaces/Healthy Family Act of 2014	71
B. Paid Sick Leave	71
1. Paid Sick Leave - Full Time Employees	72
2. Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees	73
C. California State Benefits	73
D. Pregnancy Disability Leave (PDL)	74
E. Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)	77
Leave Procedures	80
Certification	81
Health and Benefit Plans	82
Substitution of Paid Leave	82
Time Accrual	83
5) Reinstatement Upon Return From FMLA/CFRA	83
F. Bereavement Leave	84
G. Military Leave	84
H. Organ and Bone Marrow Donation Leave	85
I. Jury Duty and Witness Leave	86
J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel	86
K. Victims of Domestic Violence Leave	86
L. Suspension of an Employee’s Enrolled Child	87
M. Recreational Activities and Programs	87
N. Workers' Compensation	87
O. Other Types of Leaves	88
P. Professional Development	89
Q. Holidays	89

R. Vacation (Classified Employees)	90
S. Work Year Calendars	91
T. Make-up Time	92
U. Suggestions	92
Confirmation of Receipt of Handbook	92

Welcome!

We are thrilled to welcome you to Excel Academy Charter School! You are joining a team of dedicated, award winning educators and loyal, hard working support staff! As a school we seek to hire and retain high caliber individuals to meet our vision of extraordinary education.

We truly value our employees and have developed this Employee Handbook (handbook) to assist you with understanding our policies, procedures, and performance expectations. As the employee you are responsible for reading and understanding the handbook as well as any posted revisions. If you have any questions or need clarification please don't hesitate to reach out to our HR specialist Megan Anderson or designated HR or payroll staff. Our goal is that you take pride in your role at Excel Academy as you play an instrumental role in the life of a student and their family. We sincerely hope that you will find your employment here at Excel Academy Charter School to be one of enrichment, collaboration, and an overall professionally rewarding experience.

Best wishes for a wonderful school year!

The Excel Academy Leadership Team

Right to Revise

This handbook is the employee's guide to understanding the provisions of their employment with Excel Academy Charter Schools ("School"). Please be advised that written employment agreements between the School and individuals may replace some policies/procedures in this handbook. This handbook supersedes any and all prior published handbooks and any policy, memoranda, or benefits statements that are contrary to the policies that are outlined here.

The School reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Any such changes must be in writing and must be signed by the CEO or designee.

Any written changes to this handbook will be distributed to all employees, so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the policies and procedures applicable to employees of the School. Employees are expected to abide by all policies in this handbook. Nothing in this handbook or in any other personnel documents creates or is intended to create a promise or representation of continued employment for any employee. Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

At-Will Employment Status

School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the School has the authority to make any such agreement, which is binding only if it is in writing and approved by the Board of Directors.

Though many items surrounding employment may be changed or updated (such as the eligibility of benefits, promotion, or leaves) the status as an at-will employee does not change — the employment relationship may be terminated with or without cause and with or without advance notice, at any time by the employee or the School.

Section I: Nondiscrimination Policies

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School's mission, vision, and values. School policy prohibits unlawful discrimination based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship. The School's management is responsible for adherence to this policy; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.

The School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws. Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The School does not discriminate in the educational program or any activities which it operates, including employment in such programs and activities.

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation

and compensation, and discipline/dismissal practices annually.

In accordance with the School's Equal Employment and Nondiscrimination Policies, the School designates the following position(s) as the Title IX Coordinator and Coordinator for Nondiscrimination in Employment:

Megan Anderson

Assistant Director of Human Resources

Excel Academy Charter Schools

1 Technology Drive I-811

Irvine, CA 92618

manderson@excelacademy.education

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy should, as appropriate, immediately contact their supervisor, the Title IX coordinator, or the CEO, or any person they feel comfortable going to who shall advise the employee or applicant about the School's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with School policy and regulation. Individuals may use the School's Uniform Complaint Procedures to address complaints of discrimination and harassment, including sex discrimination under Title IX. Annual notice of such policies will be provided to all employees, and a copy of such policies and procedures are available by contacting the Title IX coordinator or Human Resources (HR).

Discrimination is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to and including dismissal.

B. Disability Accommodation

To comply with the Americans with Disabilities Act and all applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job as outlined in the applicable job description should contact the HR department and discuss the need for an accommodation. The School will engage

in an interactive process with the employee to identify possible accommodations, if any, which will help the applicant or employee perform the job. The School will implement reasonable accommodations that do not impose undue hardship.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment, discrimination, retaliation and abusive conduct as that term may be defined by statute or regulation then in effect at the time of the conduct. School policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

All such conduct violates school policy. The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, community providers, customers, independent contractors, and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
2. Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
3. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
4. Threats and demands to submit to sexual requests as a condition of continued

- employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
5. Retaliation for reporting or threatening to report harassment; and
 6. Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by the School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

Harassment is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior, yet takes no action to end it, is also subject to disciplinary action.

It is the policy of the School that no one will be retaliated against for making a good faith complaint of harassment or for cooperating in the investigation of a complaint.

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows), any team member they feel most comfortable reporting to, or the HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible, and appropriate action taken where warranted. Complaints made in good faith are protected from retaliation of any kind.

1. Sexual Harassment

The School is committed to providing a work environment that is free from sexual harassment and retaliation. Under no circumstances will sexual harassment be tolerated.

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
2. Submission to, or rejection of, the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect

of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the local agency.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

1. The main administration offices of the local agency.
2. Properties controlled or owned by the local agency.
3. Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

Sexual harassment has no place in the work environment and is prohibited by the School. Specifically, it must in no way be exercised for purposes of an intimidating effect on employment decisions such as promotion, dismissal, hiring, training, wage and salary increases, transfer, or any other matter that affects the ability of an employee to perform job duties.

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against another individual is in violation of this policy and subject to disciplinary action up to and including dismissal.

Managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort should be made to sensitize themselves and their employees to the differences between purely social overtones and those intended to affect working conditions. Also, employees are responsible for respecting the rights of their co-workers. Any employee who feels they have been harassed or retaliated against, or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their

immediate supervisor, HR, the CEO or the Title IX Coordinator and Coordinator for Nondiscrimination in Employment. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainant should complain to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure without fear of reprisal.

2. Reporting

The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment. Supervisors, co-workers, and third parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Please see the list of protected categories as stated in the Equal Employment Opportunity and Anti-Harassment sections of the handbook.

The School encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate Executive Director, supervisor, manager, HR, or person they feel most comfortable and may file a complaint. The Uniform Complaint Procedures may be used for this purpose. Employees are entitled to report harassment to someone other than their direct supervisor. Supervisors are required to report all complaints to HR. In addition, the School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that their behavior is unwelcome and request that it be discontinued. The School recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential to the extent possible, although it is understood that an investigation will normally require the involvement of third parties. The School is serious about enforcing its policy against harassment, discrimination and retaliation. However, the School cannot resolve a harassment, discrimination or retaliation problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it can take the necessary steps to correct the problem.

3. Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, discrimination or retaliation may be addressed through the School's Uniform Complaint Procedures. A complaint will be followed by prompt and thorough investigation conducted by an impartial and qualified individual. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense.

Complaints will be documented and the School will designate a qualified individual to track the complaint process.

a. Informal Procedure

If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the HR department who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the HR designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware, though, that the School may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

b. Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly and thoroughly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances.

4. Retaliation

Employees will not be retaliated against for complaining or participating in an investigation. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

5. Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. The School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with their supervisor or the HR department. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of the School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

None of the procedures listed are intended to preclude an employee from pursuing claims of discrimination and/or harassment in any other forum available to the employee, including making reports of discrimination, harassment, and/or retaliation to the Department of Fair Employment and Housing and the U.S. Equal Employment Opportunity Commission.

D. Diversity Policy

The School is committed to fostering, cultivating and preserving a culture of diversity and inclusion.

Our staff is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only the School's culture, but its reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

The School's diversity initiatives are applicable—but not limited—to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.

- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Work/life balance through flexible work schedules to accommodate employees' varying needs.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity.

All employees of the School have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other school-sponsored and participative events.

Any employee found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action up to termination.

Employees who believe they have been subjected to any kind of discrimination that conflicts with the School's diversity policy and initiatives should seek assistance from an HR representative.

Initial_____

Section II: Employment Requirements

A. Child Abuse and Neglect Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are mandated reporters and are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. Call the local Department of Family and Children's Services (DFCS) to report child abuse and neglect. If there is a life-threatening emergency to a child however, call 9-1-1. The phone call to the DFCS is to be followed by a written report within 36 hours of receiving the information concerning the incident. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following

several forms:

1. Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
2. Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.
3. Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.
4. Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer unjustifiable pain or mental suffering" or when any person endangers a child's health.

Confidentiality

A mandated reporter is required to give their name. The identity of all persons who report shall be confidential. Violation of statutory confidentiality is a misdemeanor. DFCS may reveal the names of reporting parties only to other investigative agencies as specified by law. No person required to report abuse will bear criminal liability for reporting. No supervisor or administrator may impede or prohibit reporting.

All employees, prior to commencing employment, are required to acknowledge the provisions of Penal Code Section 11166 regarding mandated reporting and will comply with those provisions as outlined in the employment agreement. All employees will also be subject to annual training as required by law.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or \$1,000 or both.

B. Employee Access to Confidential Information

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of the employee's work, the employee may have access to confidential information regarding students, parents, suppliers, other customers, or perhaps even fellow employees without consent from that individual. The employee has

the responsibility of preventing the revealing or divulging of any such information unless it is necessary for the employee to do so in the performance of their duties and in accordance with law. Access to confidential information should be on a "need-to-know" basis and must be authorized by the CEO or designee. Any breach of this policy will not be tolerated and will lead to disciplinary action and possible legal action.

Please note the release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. Confidentiality of student information is a requirement of the law and great care must be taken to ensure it is protected. No student information will be released without the specific authorization of the CEO or designee. Employee information may be released as part of a Public Records Act request, for the purpose of employment verification with prior written approval by the employee, or as required by law.

C. Student Data/FERPA

All information contained in a student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). These records are the property of the School, whose responsibility it is to secure the information against loss, defacement, tampering or use by unauthorized persons. Staff is prohibited from discussing students' academic or personal information outside the scope of performing the duties of one's position. No student's files are to be taken off premises unless granted permission by the CEO or designee. Only teachers, administrative, and office personnel are permitted to review student's files. When a file is requested from the School office, it must be signed out and returned the same day. No student files, records, forms, communication or reports may be copied without express authorization from the Executive Director. Under no circumstances may student information be used for an employees' personal use.

Employees may not remove any materials from any student's file. Files may not leave the office without specific written authorization from the CEO or designee. Employees who access student files are responsible to secure their contents and maintain confidentiality.

D. Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the School's business dealings.

1. Personal Financial Interest

All such persons shall be neither personally nor financially interested in any contract made by them or by the school that employs them. For purposes of this policy,

(1) “Personally interested” shall mean any situation where private and/or personal interests conflict with official duties and shall include non-economic interests such as familial relationships.

(2) “Financially interested” shall mean any contract with an individual, entity, or company in which any such person related by blood, marriage or civil partner, any other person with a close personal relationship to any such person who has an ownership interest, an investment interest, or a familial interest, and encompasses any situation where any such person's official judgment may be influenced by personal consideration or expectation of financial gain or any compensation or consideration of any kind other than that officially provided to any such person by the School.

2. Statement of Economic Interest (Form 700)

Board members and staff who make or influence governmental decisions or financial decisions of the organization are designated in the Conflict of Interest Code adopted by the Board. These individuals must complete and file a Statement of Economic Interest, Form 700. The Form 700 ensures transparency and accountability in alignment with the Political Reform Act.

It is the policy of this School that elected or appointed school governance body members, school administrative officers, and school employees shall not place themselves in any position where their private or personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence.

3. Personal Relationship

Personal or romantic involvement with a competitor, supplier or employee of the School may create an actual or potential conflict of interest. Management-subordinate romantic or personal relationships can lead to issues such as claims of discrimination or favoritism, issues with performance evaluation, possible claims of sexual harassment, and morale issues. It is the responsibility of the employees involved in romantic or personal relationships with subordinates, or other personal or romantic relationships that give rise to a conflict of interest, to disclose and discuss all relevant circumstances with the supervisor or HR and possibly request a change in assignment to avoid potential problems as appropriate. Failure to disclose such circumstances may cause the School to impose disciplinary action. Moreover, any romantic or personal relationships between employees must not harm the work environment in any way. Regardless of an employee’s relationship with another employee outside of work, employees are expected to remain professional at all times during work hours. The School will not discriminate on the basis of marital or relationship status, except that the School may reasonably regulate the working of spouses or relatives in the same department, division, or facility for reasons of supervision, safety, security, or morale in accordance with applicable law.

No “presumption of guilt” is created by the mere existence of a professional or personal

relationship with outside firms; however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

E. Anti-Nepotism Policy

The School recognizes there may be situations in which spouses or other relatives may be employed by the School at the same time. The School permits the employment of qualified family members, domestic partners, significant others and/or similar personal relationships of employees as long as such employment does not create a conflict of interest. Relationships by family, marriage, domestic partnership and/or similar personal relationship shall constitute neither an advantage nor a disadvantage to selection, promotion, salary, or other conditions of employment. The School may consider a member of an employee's immediate family for employment if the applicant possesses the qualifications for employment for the position.

The School does not prohibit the employment of relatives in the same department. However, the School does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The School recognizes that at times, employees and their family members, domestic partners, significant others and/or personal relationships may be assigned to positions that create a coworker or supervisor-subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation or appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of harassment in the workplace.

Employees should neither initiate nor participate, directly or indirectly, in employment actions (initial employment or appointment, retention, evaluation, promotions, salary, work assignments, leave of absence, etc.) involving family members, domestic partners, significant others and/or similar personal relationships.

The School will make reasonable efforts to assign job duties to minimize the potential for creating conflicts of interest. Notwithstanding the above, the School retains the right where such placement has the potential for creating conflicts of interest, to refuse to place immediate family members in the same department. The School retains the right to reassign or transfer any person to eliminate the potential for creating conflicts of interest.

Any potential preferential treatment or improper influence should be reported immediately to HR.

F. Employment Eligibility Verification Document

The School will only employ individuals who are authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

All newly hired employees must complete, as a condition of employment, the Employment Eligibility Verification Form I-9 and provide documentation establishing identity and proof of work eligibility and identification at time of hire, but no later than three (3) days of hire. If the employee is unable to produce the required documentation or a receipt/letter requesting appropriate documentation within three days, the employee will be dismissed from employment. If, after 90 days of hire, the employee has not submitted the original documents to replace the receipt/letter or, in the meantime, some other acceptable document(s), the employee will be dismissed from employment.

Former employees who are rehired must also complete the form if they have not completed an I-9 for the School within the past three years or if their previous I-9 is no longer retained or valid.

G. Fingerprinting

Each employee will be fingerprinted in conformance with legal requirements and as a condition of employment. Fingerprints are submitted to the appropriate State and Federal agencies for screening to assure that no employee has been convicted of a crime that would preclude employment by the School.

H. Criminal Background Checks

As a condition of employment, all employees are required to submit to a criminal history review through the Department of Justice. The review shall include fingerprint submission to the DOJ . The School follows the guidelines of the California Fair Chance Act, and will conduct an individualized assessment on all background check results. The School will make hiring determinations based on California law. Certain types of criminal background findings may prevent the employer from hiring the candidate or continuing employment with a current employee. The School will factor in the nature and gravity of the crime, when the crime occurred, rehabilitation and the nature of the position all in accordance with applicable law. All results will be discussed with the applicant and/or employee before making a hiring or dismissal decision. No person employed or otherwise associated with the School, including members of the Board of Directors, who have been convicted of or have pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

I. Employment Application/Data

The School relies upon the accuracy of the information presented during the application

process, as well as the accuracy of other data presented throughout the hiring process and employment relationship. As such, any omission or misstatement of material fact in any of this information may result in the School excluding the individual from further consideration for employment or, if already hired, termination of employment.

J. Employment Verifications

The School will only respond to employment verification inquiries that are received in writing. All such inquiries, whether for current or former employees, must be directed to HR. Generally, responses will be limited to information concerning wages, employment dates, positions held, and eligibility for rehire. Release of any additional information will require that the employee execute a release. Letters of recommendation must be approved by HR to ensure the accuracy and appropriateness of the information being released.

K. Certification and Licensing

Teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other commission approved document for the assignment held (“Certificated Employee”). In addition teachers must possess the proper EL authorization.

It is the responsibility of each certificated employee to ensure that credentials and permits are renewed in a timely manner and remain current. The School highly encourages all certificated staff to keep their contact information current with the Commission on Teacher Credentialing in order to receive pertinent notifications. Upon renewal of credentials or certificates, proof is to be submitted to the HR department to be copied and filed in the employee's personnel file.

L. Mandatory Tuberculosis Testing

In order to ensure the health and safety of all students and staff of the School, all newly hired employees must submit proof of a negative TB Risk Assessment or TB test by a licensed healthcare provider that has been administered within sixty (60) days prior to hire. A TB test may include an intradermal skin test or an X-ray of the lungs. An individual hired from another California School may request their prior school provide proof of the individual's TB Risk Assessment or TB test. TB Risk Assessments and TB tests are considered expired after four (4) years from the date they are administered and a proof of a new assessment or test must be submitted to HR in order to continue in employment. Pregnant employees are exempt from providing proof of a TB test for at least sixty (60) days from the end of their pregnancy.

The School will reimburse the cost of the tuberculosis risk assessment and/or the test for all current employees with proof of receipt.

[See also Board Policy 4013]

Initial _____

Section III: Standards of Conduct

The School expects all employees to comply with School rules, policies, and regulations as set forth in this handbook. Any employee who fails to do so will be subject to whatever disciplinary action at the School's sole discretion, which management deems appropriate under the circumstances. Such disciplinary action may include, but is not limited to, oral and written warnings, mandatory training, or termination of employment. Any employee's receipt of, participation in or completion of School-required disciplinary action shall not, under any circumstances, limit or alter the School's at-will employment policy, which allows either the School or the employee to terminate the employment relationship at any time, with or without notice, and with or without cause.

A. Freedom from Violence

The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other individual. The School will also not condone any acts or threats of violence against school employees, students or affiliates while engaged in business with or on behalf of the School.

To ensure that the School's objective in this regard is attained, it is the commitment of the School:

1. To provide a safe and healthful work environment, in accordance with the School's safety and health policy.
2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
3. To take appropriate action when dealing with customers, former employees, or visitors to school functions who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons to school, work and non-work related gatherings, meetings and functions.
5. To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

The School will not tolerate any type of workplace violence committed by or against its employees. Employees who violate this policy will be subject to disciplinary action, up to and including discharge. Prohibited conduct includes, but is not limited to:

1. Causing physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress.
4. Possession or threat of using a weapon on the premises and/or at work related events, meetings and gatherings.

Employees who display a tendency to engage in violent, abusive, or threatening behavior, as determined by the School, in its sole discretion, may be referred for counseling or other appropriate treatment.

In furtherance of this policy, employees have a “duty to warn” their supervisors or a HR representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. The welfare of all employees depends upon the alertness and sensitivity of every individual to potential security risks. Employee reports made pursuant to this policy will be held in confidence to the extent possible. The School will not condone any form of retaliation against any employee for making a report under this policy.

The School has developed guidelines to help maintain a secure workplace.

1. Every employee is directed to report any suspicious persons or activities to the Executive Director or designee:
 - a. Such as persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas.
 - b. Persons who make threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like.
2. Employees should immediately notify the Executive Director or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.
3. Finally, those working in the School’s office must also ensure that doors are locked and alarms are activated when applicable.

B. Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives.

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and School operations may also be prohibited and will result in disciplinary action up to and including termination.

1. Falsifying employment records, employment information, or other School records;
2. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
3. Falsifying any time card - Recording the work time of another employee or allowing any other employee to record another employee's work time, either one's own or another employee's;
4. Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
5. Removing or borrowing School property without prior authorization;
6. Unauthorized use or misuse of School equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on School property;
8. Participating in horseplay or practical jokes on School time or on School premises;
9. Carrying firearms or any other dangerous weapons on School premises at any time;
10. Engaging in criminal conduct whether or not related to job performance;
11. Causing, creating, or participating in a disruption of any kind during working hours on School property;
12. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a colleague;
13. Using abusive, threatening or intimidating language at any time on School premises;
14. Initiating or participating in gossip or slander of other employees, parents, or students;
15. Failing to notify a supervisor when unable to report to work;
16. Unreported absence of three (3) days;
17. Failing to obtain permission to leave work for any reason during normal working hours;
18. Failing to observe working schedules, including rest breaks and meal periods;
19. Failing to provide a physician's certificate when requested or required to do so;
20. Sleeping or malingering on the job;
21. Making or accepting personal phone calls, text or email messages during working hours to the extent that it interferes with the performance expectations of the assignment, except in cases of emergency or extreme circumstances;
22. Working overtime without authorization or refusing to work assigned overtime;
23. Violation of dress standards;

24. Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
25. Committing a fraudulent act or a breach of trust under any circumstances;
26. Committing or involvement in any act of unlawful harassment of another individual;
27. Failing to promptly report work-related injury or illness;
28. Any other action or behavior, which could harm the School's, parents', or students' interest.

This statement of prohibited conduct does not alter the School's policy of at-will employment. Either the employee or the School remains free to terminate the employment relationship at any time, with or without reason or advance notice.

C. Physical Contact with Students and Other Staff Members

It is the policy of the School that no staff member will use corporal punishment against a student. This prohibition includes: spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that the individual not be touched, then that request must be honored without question.

The following forms of touching are never appropriate:

1. Sexually motivated physical conduct or touching
2. Angry or violently motivated touching
3. Inappropriate or lengthy embraces
4. Kissing of any kind
5. Corporal punishment
6. Sitting student on one's lap
7. Touching buttocks, chests or genital areas
8. Pushing a person or another person's body part
9. Showing affection in isolated areas
10. Wrestling with students or other staff members
11. Bench-pressing another person
12. Tickling
13. Piggyback rides
14. Massages
15. Any form of unwanted affection
16. Any form of sexual contact
17. Poking fingers at another person that results in an offensive contact
18. Having a student in an employee's vehicle or transporting a student

19. Intentionally being alone with a student
20. Any touching that would lead a reasonable person to suspect inappropriate behavior.

For additional examples of unacceptable and acceptable Staff/Student Behaviors, see the School's Professional Boundaries Policy.

Restraining a child who is trying to engage in violent or inappropriate behavior may be permitted. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. Additionally, the victim may choose to bring civil or criminal charges against the violator.

When interacting with younger children or children with a disability, an appropriate physical touch may sometimes be necessary. A touch for the purpose of redirecting or refocusing, assisting with physical care (i.e. cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances.

It is impossible to define each and every instance when touching is inappropriate. Employees must use professional judgment and discretion related to physical touch.

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

D. Off-duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their job may result in disciplinary action and/or dismissal as allowed by law.

E. Drug and Alcohol Free Workplace and Awareness Program

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination. The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community and students. Though marijuana is legal in many California cities, it is still considered an illegal substance under Federal law and therefore considered an illegal substance for this policy. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

Conduct against this policy includes, but is not limited to, the following:

1. Driving a School vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
2. Selling or purchasing an illegal or controlled substance, including while on the job, on school property, or in the presence of students;
3. Possessing or using alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
4. Under the influence of alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students.

The School will provide information to employees about:

1. The dangers of drug abuse in the workplace;
2. The policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and assistance programs; and
4. The penalties that the School may impose upon them for drug abuse violations occurring in the workplace.

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offense to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute. Such notification must be made

no more than five (5) calendar days after the conviction. The School may, as required by applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

The School will provide a reasonable accommodation to an employee who voluntarily requests an accommodation or leave of absence to voluntarily participate in a drug or alcohol rehabilitation program. Please note that the request must be made before the employer learns of a violation of the Drug and Alcohol Free Workplace policy. Any employee who participates in a rehabilitation program would still be responsible for following all other School policies. Employees returning from a voluntary rehabilitation program will be required to comply with a return-to-work agreement addressing the terms and conditions of continued employment.

In order to enforce this policy, the School reserves the right to conduct legal searches of school property and to implement other measures, which are in accordance with law and necessary to deter and detect violation of this policy. As a condition of employment, the employee agrees to abide by the terms of this policy.

The School will abide by all relevant laws, including laws regarding employee disability and reasonable accommodations in implementing this policy.

F. Tobacco Free Workplace

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all VAPE and e-cigarette products. Additionally, employees are required to adhere to any building and site policies regarding designated areas for smoking.

G. Punctuality and Attendance

Employee punctuality and consistent attendance contributes to the positive operations of the School. As such, attendance and punctuality are performance expectations and are measured on the overall job performance. Employee tardiness or chronic absenteeism causes unnecessary problems for students and fellow employees. While an employee is absent, other employees may be burdened with performing additional duties in order to maintain operations. Further, employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times. To avoid conflict with the daily operations of the School, employees should schedule personal affairs outside of regular working hours.

If an employee is unable to report for work on any particular day, they must call their supervisor or HR at least one hour before the time they were scheduled to begin working on that day in order to obtain pre-approval for the absence. An employee may be excused

from this one hour notice requirement if extenuating circumstances prevented them from contacting the supervisor. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

Employees must inform HR or designee of the expected duration of any absence. Excessive absences, lateness or failure to give the supervisor advance notice for absence or lateness can result in disciplinary action or dismissal from employment. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated.

If the employee fails to report for work without any notification to their supervisor or to HR, and the absence continues for a period of three days, the School will consider it a voluntary resignation unless a written medical excuse is provided by a physician to confirm that the employee has not abandoned their employment.

Employees with emergencies or situations that do not allow them to do their job, must inform their supervisor or HR within 24 hours. Failure to return phone calls or emails within 24 hours during workdays requires an explanation to the employee's supervisor. Failure to inform a supervisor of an expected absence, failure to return phone calls or emails for three (3) work days without notice, and missing required deadlines or meetings constitutes abandonment of employment.

Please refer to the policies related to leaves of absence and paid sick days in the handbook for more information.

H. Professionalism

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by their interactions with employees. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Employees are encouraged to help make a good impression of the School by:

1. Communicating regularly.
2. Acting competently and dealing with others in a courteous and respectful manner.
3. Communicating pleasantly and respectfully with others at all times.
4. Following up on requests and questions promptly, providing professional replies to inquiries and requests.
5. Responding to email and voicemail within 24 business hours, or within a

reasonable period of time depending on the assignment (employees should discuss this with their supervisor).

6. Taking pride in performing duties in an exceptional manner.

Employees may not bring their own children to school events (learning period meetings, assessments, school meetings, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The CEO or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each employee must report to work properly groomed and dressed in professional attire in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

Violation of the dress code is determined by the CEO or designee. The CEO or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law. The standards of grooming and hygiene outlined below set the minimum requirements to which all employees, contract workers, and temporary staff are required to adhere.

Employee dress is described as business casual, which includes:

- Slacks, dockers and other office style pants,
- Skirts and dresses to or below the knee,
- Button down shirts, blouses, and sweaters.
- All clothes are to appear clean, pressed and without stains or holes.

Inappropriate attire:

- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that exposes the employee inappropriately,
- Clothing with offensive words or pictures,
- Any clothing that is overly casual (shorts, tank tops, athletic wear), appears dirty, wrinkled, or has stains or holes.

Overall grooming – Grooming standards for everyone includes the appearance of care and proper hygiene. Hair, makeup, and jewelry may not interfere with an employee's ability to perform the job duties or pose a safety issue. Facial piercings should be removed and tattoos should be covered during work hours. Excessive piercings or offensive tattoos may prohibit an individual from being considered for a customer facing assignment. The School reserves the right to ask any employee to cover inappropriate

tattoos or remove any piercings that are not reflective of the school culture.

Exceptions – The School recognizes some events as acceptable for casual dress. The majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed to the CEO or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

Supervisors are expected to inform employees when they are violating the dress code. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

J. Gifts to Employees

It is the policy of the School that no employee may accept any gift from an outside party, client, contractor, vendor, community provider, business associate, parent or student that is of such nature that it could affect their impartiality with regard to decisions or actions affecting school operations. Gifts with a value of less than \$50 are excluded from this policy.

K. Fee and Cash Collection

No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be approved by the Executive Director or designee who will supervise the collection of all fees and will be responsible for managing the receipts. Cash and/or checks should not be stored or locked in staff offices or desks. All financial transactions should be coordinated with the Executive Director or designee. Employees must obtain approval from the Executive Director prior to soliciting staff for donations or financial support for any outside event/activity.

L. Building Security

Building security is the responsibility of all staff. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that the office is secure; for example, all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left

on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the Executive Director, CEO or designee. All employees who are issued keys to the office are responsible for their safekeeping and will sign for receipt of such key.

Initial_____

Section IV: Personnel Policies and Procedures

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation, compensation, and discipline/dismissal practices.

A. New Employee Orientation

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the School, and prepared for their position. New employee orientation, includes an explanation of the core values, vision, mission, goals, and objectives of the School. In addition, the new employee will be given an overview of benefits and complete any necessary paperwork through the HR department.

B. Employee Status

Employees may include exempt, nonexempt, regular full-time, regular part-time, and seasonal persons employed with the School who are subject to the control and direction of the School in the performance of their duties.

- Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.
- Nonexempt: Employees whose positions do not meet FLSA criteria and who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week. Nonexempt employees are also subject to meal period and rest break regulations.
- Regular full-time: Employees who are regularly scheduled to work 30 or more hours per week. Generally, full time employees are eligible for the School benefit package, subject to the terms, conditions, and limitations of each benefit program. Full-time status will be evaluated on a monthly basis.
 - Teachers of Record (TOR) with rosters of a minimum of 22 students are considered full time. A full time TOR is expected to work at least six (6) hours per day, for 185 work days, for a minimum of 1,110 hours per year.

Employee Status	Exempt Certificated and Classified (FTE)	NonExempt Classified (Hours per Week)
Regular Full Time	.75+ FTE	30+ hours
Regular Part Time	.50 - .74 FTE	20-29 hours
Non-Regular	.49 FTE or less	19 hours or less

Student Counts

The teacher may indicate their desired student count with the School as a request, however, the needs of the School will determine the number of students assigned to the teacher.

C. Job Duties

The assigned supervisor will clarify the job duties and the expectations for behavior and job performance. The employee's job responsibilities and tasks are subject to change and update during employment as stated in the at-will employment agreement and job description and job description. On occasion, the employee may be asked to work on projects, or to help with other work necessary or important to the operation of their department or the School. The employee's cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities.

D. Nonexempt Employees

1. Work Schedules

Business hours of school sites and offices (if any) shall be established by the CEO or designee. The CEO or designee will assign the classified staff's individual work schedule to ensure staffing throughout the workday. Employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.

For the purposes of pay and leave accrual calculations, full-time for classified employees, is defined as 2,080 working hours. Work schedule exchanges will be reviewed on a case by case basis as long as the exchange does not interfere with normal operations or result in excessive overtime. Exchanging work schedules with other employees may be authorized by the supervisor or their designee when necessary.

The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

2. Rest Breaks and Meal Periods

a. Rest Breaks

Rest breaks are on the clock and duty-free. Employees are expected to return to work promptly at the end of any rest breaks.

b. Number of Rest Breaks

Nonexempt employees are provided one (1) paid ten-minute rest break for every four (4) hours worked (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break is not authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If the employee works a shift from three and one-half (3.5) to six (6) hours in length, they will be entitled to one (1) paid ten-minute rest break. If they work more than six (6) hours and up to 10 hours, they will be entitled to two (2) paid ten-minute rest breaks. If the employee works more than 10 hours and up to 14 hours, they will be entitled to three (3) paid ten-minute rest breaks.

c. Timing of Rest Breaks

The employee is authorized and permitted to take a rest break in the middle of each four-hour work period. There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The employee will be informed if there are practical considerations that make this timing infeasible. In the event of these considerations, the immediate supervisor may need to schedule the rest breaks.

d. Meal Period

All nonexempt employees will be provided an uninterrupted unpaid meal period of at least 30 minutes if working more than five (5) hours in a workday. The employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

If the total work period for the day is more than five (5) hours per day, but no more than six (6) hours, the meal period may be waived. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

e. Timing of Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period.

The meal period will be provided no later than the end of the fifth hour of work. For example, if work begins at 8:00 a.m., the meal period must begin by 12:59 p.m. (which is four hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure efficient business operations.

f. Second Meal Period

If the employee works more than 10 hours in a day, they will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period; the employee will be relieved of all duty. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

Depending on the circumstances, the employee may be able to waive the second meal period if the first meal period was taken and if the total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

g. Timing of Second Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period. A second meal period is required if the employee's hours exceed 10 hours in one workday.

This second meal period will be provided no later than the end of the 10th hour of work. For example, if work begins at 8:00 a.m., the employee must start the second meal period by 5:59 p.m. (which is 9 hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure business operations.

h. Recording Meal Periods

The employee must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Work time must be accurately

reported on the time record.

i. Missed Rest Breaks and Meal Periods

If for any reason the employee is not provided a rest break or meal period in accordance with the policy, or if they are in any way discouraged or impeded from taking their rest break or meal period, or from taking the full amount of time allotted to them, the employee may be eligible for a missed rest break or meal period remedy and should immediately notify HR.

Anytime the employee misses a rest break or meal period that was provided to them (or they work any portion of a provided meal period), they will be required to report the time to HR and document the reason for the missed rest break and meal period.

Please also refer to the School's Timekeeping Policy.

3. Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the meal period. Altering with this procedure in any way is not permissible and is subject to disciplinary action. Time cards in the payroll system are to be approved by the employee and the supervisor prior to each payroll. Any errors on the time card should be reported immediately to HR. Employees with consistent patterns of not following time recording responsibilities are subject to disciplinary actions.

All communication between the nonexempt employee and management concerning work related issues is not permitted after hours. Once the nonexempt employee has recorded the end of a work period at the end of the day, that employee is no longer clocked in. All work related correspondence will resume the next work day except in the case of an emergency or at the direction of the supervisor. Nonexempt employees will be compensated at the appropriate rate of pay for any additional time worked outside of their work day.

4. Pay for Mandatory Meetings/Training

The School will pay nonexempt employees for attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture is directly related to the job and is outside of the regular schedule. Unless otherwise noted, training and meetings are included as part of an exempt employee's regular pay.

5. Overtime

All overtime work must be requested in advance by the employee and authorized by the supervisor prior to the time to be worked. Nonexempt classified employees may be directed to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law. All hours worked in excess of eight (8) hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. The work week begins at 12:01 a.m. Monday and ends at midnight on Sunday.

Compensation for hours in excess of 40 hours for the workweek, or in excess of eight (8) hours and not more than 12 hours for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate of one-and-one-half times the employee's regular rate of pay. Compensation for hours in excess of 12 hours in one workday and in excess of eight (8) hours on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

E. Exempt Employees

The School will pay exempt employees a salary rather than by the hour. Once an employee's sick days have been exhausted or are otherwise unavailable, the School will deduct pay from an exempt employee's salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness, (iii) one or more full work weeks disciplinary suspensions; and (iv) partial (for intermittent leave) or full day absences during an approved family or medical leave in accordance with law. Exempt employees who believe that the School made an incorrect or improper salary deduction should promptly report the deduction to their supervisor or the HR department. If the School incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay as soon as possible.

F. Salary Overpayments

Because the School receives public funds, the School is obligated by law to seek reimbursement for any salary overpayment and cannot waive the recovery of the overpayment. Employees who receive excess pay as a result of a payroll error are required to return the funds to the School. The School will provide the employee with the correct salary calculation and the amount that is owed to the School. The employee may return the overpayment in full through a cashier's check or money order or allow the School to deduct the overpayment from the next paycheck. The School may arrange for a repayment plan that is mutually agreeable to both the School and the employee and does not exceed one calendar year from the date of the overpayment. Should an employee resign prior to completing the repayment, the full amount shall become due upon termination. A repayment plan may be offered to a terminated employee not to exceed

three (3) months in duration.

G. Employee Evaluation

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor will discuss ways in which the employee can accomplish goals and/or learn new skills.

Performance review and goal setting sessions may or may not have a direct effect on any changes in salary compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

Additional details on employee evaluations will be provided by Human Resources upon hire.

H. Corrective Action

All employees are expected to meet School standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with School policies and procedures. If an employee does not meet these standards, the School may or may not, at its sole discretion, take corrective action, other than immediate dismissal. Employees have no entitlement to corrective action or progressive discipline prior to dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The School holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, the employee may be terminated, or, at the School's discretion, be subject to corrective action by a supervisor.

Corrective actions may include, but are not required to include, an oral warning, a written warning, probation, suspension, and termination of employment. In deciding which initial corrective action would be appropriate, a supervisor may consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record. As an at-will employer, the School may use all, some or none of the corrective actions described and will handle corrective action based on its own discretion.

Though the School will try to find paths for improvement whenever possible, the School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, any misconduct concerning a child/student, vandalism or destruction of School property, trespassing, the use of School equipment without prior authorization, untruthfulness about personal work history, skills, or training, divulging proprietary information, and misrepresentations of the School to another employee, a prospective employee, or the general public.

Nothing in this section or any other section alters an employee's status as an at-will employee who may be terminated, with or without cause and with or without advance notice at any time by the School. Nothing in this section is intended to interfere with an employee's rights to communicate or voice concerns that are protected by Federal and State law.

I. Procedure for Disciplinary Action

The corrective action process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with School policies and procedures and/or other disciplinary problems.

Corrective actions may be taken at the discretion of management and include any of the following:

1. Verbal counseling, which may be confirmed in writing by the supervisor
2. Written warning, which will be placed in the personnel file
3. Suspension, which will be confirmed in writing for the personnel file. Suspension is normally used to remove an employee from the organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If the employee is suspended, it will be documented in the personnel file.
4. Discharge, which will be documented in the personnel file.

The corrective action process will not always commence with verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, the intent and motivation to change the performance, and the environment in which the offense took place. As a reminder, employment remains at-will before, during, and after a disciplinary action.

J. Terminations

There are two types of terminations that may affect employees. Voluntary termination results when an employee voluntarily resigns their employment. Involuntary terminations result when the School makes the decision to end the at-will employment agreement.

Regardless of the reason for termination, all school-owned property, including vehicles, keys, credit cards, student files, or school property in the possession of the employee must be returned to the School immediately upon termination from employment, within 72 hours from the final date of employment with the School. Employees are not to recruit students from the School to a new place of employment.

All wages owed will be paid out upon the date of termination for involuntary terminations or within 72 hours after an employee's resignation if the employee gave 72 hours or less notice.

K. Personnel Records

Employees have a right to inspect certain documents in the personnel file as provided by law. The contents of personnel records will be available for inspection to the current or former employee, or their representative, at reasonable intervals and at reasonable times, but not later than thirty (30) calendar days from the date the School receives a written request. However, the employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to inspect the records, and the agreed-upon date does not exceed thirty-five (35) calendar days from receipt of the written request. Additionally, the School shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, to a current or former employee, or their representative, no later than thirty (30) calendar days from receipt of the request, unless the current or former employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to produce a copy of the records, as long as the agreed-upon date does not exceed thirty-five (35) calendar days from the employer's receipt of the written request.

The employee may add comments to any disputed item in the file. Only HR, the CEO or designee is authorized to release information about current or former employees. Disclosure of personnel related information to agencies or individuals outside the School will be limited and in accordance with law; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change.

L. Destruction of Personal Information Records

In the course of the employee's duties at the School, they may encounter records which contain personal information (i.e., a person's name and Social Security Number, driver's license number, state identification number or any account number, credit or debit card number, access code or passwords that may permit access to an individual's financial account, payroll, or personal health information). The School expects all employees to take appropriate measures to maintain the confidentiality and integrity of such information and prevent unauthorized access. Employees must ensure hard copies of documents are stored securely, such as in a locked file cabinet, with access provided only to authorized individuals with a need to know. Electronic media must be encrypted or password protected. Passwords should never be included in any transmission that also contains the data. Employees should dispose of data no longer needed by shredding paper documents and properly erasing electronic media to ensure that the personal information cannot be read or reconstructed. Failure to follow proper storage and disposal procedures may result in disciplinary action up to and including termination.

M. Employment Posters

The School maintains bulletin boards in School offices and on the HR information system that contain important information about employment. In addition to federal and state required notices, school-related information will also be available in these locations. All employees are encouraged to look at the bulletin board regularly and to read all of the information displayed in detail. Any questions about the information should be directed to the supervisor or HR. These bulletin boards are reserved for School use only; employees may not post or remove any information from them.

N. Outside Employment

This policy is not intended to prohibit an employee from working an appropriate second job. Employees are permitted to engage in outside work or hold other jobs, subject to certain restrictions as outlined below.

(1) Activities and conduct away from the job must not compete, conflict with or compromise the school interests or adversely affect an employee's job performance and the ability to fulfill all responsibilities to the School. Employees are prohibited from performing any services for customers on non-working time that are normally performed by the School. This prohibition also extends to the unauthorized use of any school tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.

(2) Employees are cautioned to consider carefully the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems, it must be discontinued, and, if necessary, normal disciplinary procedures will be followed to deal with the specific problem.

(3) In evaluating outside work, the following guidelines will be considered to determine whether the proposed employment is allowed. Employees may not engage in outside employment that:

- 1) involves working for a competing or similar model School;
- 2) occurs during work hours without the use of appropriate leave;
- 3) actually or potentially results in a conflict of interest with or interfere with the employee's responsibilities to the School;
- 4) involves working for an organization that does business with the School, such as contractors, community providers, suppliers and customers;
- 5) may adversely affect the School's image.

(4) Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up to and including termination.

If it is determined that the outside employment constitutes a conflict of interest or disruption of the School's operation, the employee will be asked to limit or restrict the outside employment. Disciplinary action up to and including termination of employment may be taken for outside employment that is inconsistent with this policy unless otherwise approved.

O. Whistleblower Policy

It is the policy of the School to encourage its employees and applicants for School employment to disclose improper governmental activities, based in part on California Education Code Section 44110 et. seq. and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. School management has the responsibility to seek out and correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

Concerns that may be raised include, but are not limited to, the following:

- 1) Reporting suspected violations of local, state, and federal law, including but not limited to federal laws and regulations;
- 2) Providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and
- 3) Identifying potential violations of School policy, specifically the policies contained in the handbook with reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or non-compliance with a local, state or federal rule or regulation.

The School may not:

- 1) Make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower;
- 2) Retaliate against an employee who is a whistleblower;
- 3) Retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation; or
- 4) Retaliate against an employee for having exercised their rights as a whistleblower in any former employment.

P. Complaint Procedure

The School encourages employees to resolve issues or concerns at the lowest level possible to ensure a positive and professional work environment. When issues cannot be successfully resolved or the issue is serious in nature against the supervisor, the employee should bring the matter to the attention of HR for assistance. The complaint procedure approved by the Board of Directors is as follows:

1. The complainant will bring the matter to the attention of the Human Resources manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or were not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts, in the School's Internal Complaint Form. The Human Resources manager or designee will then investigate the facts and provide a solution or explanation.
3. If the complaint is about the Human Resources manager, CEO, or Executive Director, the complainant may file their Internal Complaint Form with the President of the School's Board of Directors, who may then confer with the Board

and may conduct a fact-finding investigation or authorize a third party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns, and the need for resolution without fear of adverse consequences to employment.

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.
3. Resolution: The School will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Q. Uniform Complaint Procedures

The School will provide annual notice to all employees of the Uniform Complaint Procedures that may be used to allege a violation of federal or state laws governing certain educational programs. Copies of the Uniform Complaint Procedures and additional information may be found in the board policy section on the School's website or by contacting HR.

R. Arbitration Agreement

Agreement to Arbitrate Disputes and Claims

The School and employee mutually agree to submit to binding arbitration any and all disputes or claims they could otherwise pursue in court arising from or relating to employee's recruitment to or employment with the School, or the termination of that employment, including claims against any current or former agent or employee of the School, whether the disputes or claims arise in tort, contract, or pursuant to a statute, regulation, or ordinance now in existence or which may in the future be enacted or recognized, including, but not limited to, the following:

- claims for fraud, misrepresentation, promissory estoppel, fraudulent inducement of contract or breach of contract, whether such alleged contract or obligation be oral, written, or express or implied;

- claims for wrongful termination of employment, violation of public policy and constructive discharge, infliction of emotional distress, interference with contract or prospective economic advantage, defamation, unfair business practices, invasion of privacy;
- claims for employment discrimination, retaliation or harassment
- claims for violation of local, state or federal wage and hour laws, such as non-payment or incorrect payment of wages, sick pay, commissions, bonuses, severance, employee fringe benefits, or stock options.

The School and employee understand and agree that the arbitration of the disputes and claims covered by this Agreement shall be the sole and exclusive mechanism for resolving any and all existing and future disputes or claims arising out of employee's recruitment to or employment with the School or the termination thereof, except as set forth below.

Claims Not Covered by this Agreement

The following claims are not subject to arbitration under this Agreement: (1) claims for workers' compensation benefits, state or federal disability benefits or state unemployment benefits; (2) administrative charges or claims filed with a federal, state or local government office or agency, such as the Equal Employment Opportunity Commission ("EEOC") or any comparable state anti-discrimination agency, or the National Labor Relations Board ("NLRB"); (3) any claims that, as a matter of law, cannot legally be subject to arbitration; (4) claims under an employee benefit or pension plan that specifies a different arbitration procedure; (5) litigation pending in a state or federal court as of the date Employee signs this Agreement; or (6) claims brought pursuant to the California Labor Code Private Attorneys General Act of 2004.

Waiver of Right to Trial

The School and employee understand and agree that the arbitration of disputes and claims under this Agreement shall be instead of a trial before a judge or jury. The School and employee understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury, regarding any disputes and claims they may have that are subject to arbitration under this Agreement.

No Consolidation of Claims / Waiver of Class Claims

The School and employee agree to individualized arbitration, with claims pertaining to different employees to be heard in separate proceedings. This means that no other person shall be entitled to join or consolidate in arbitration any claim by or against other current or former School employees. As such, except as set forth above, the School and employee agree that both the School and employee hereby waive any right to bring on behalf of other persons, or to otherwise participate in, a class, collective or representative

action (i.e. a type of lawsuit in which one or several persons sue on behalf of a larger group of persons).

Arbitration Procedures; Final and Binding Award

The arbitration shall be conducted by a single neutral arbitrator in accordance with the then-current Employment Arbitration and Mediation Procedures of the American Arbitration Association (“AAA”), which can be viewed at <http://www.adr.org/employment>. The School will provide the employee with a copy of these rules upon request. The arbitration shall take place in the county of the state in which the employee is or was last employed by the School, unless the School and the employee mutually agree on a different location. All parties shall be entitled to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. Any disputes between the parties regarding the nature or scope of discovery shall be decided by the arbitrator. The arbitrator shall hear and issue a written ruling upon any motions brought by either party, including but not limited to, motions for summary judgment or summary adjudication of issues.

After the hearing, the arbitrator shall issue a written decision setting forth the award, if any, and explaining the basis therefore. The arbitrator shall have the power to award any type of relief that would be available in court. The arbitrator’s award shall be final and binding upon the parties and may be entered as a judgment in any court of competent jurisdiction. In the event of any conflict in the arbitration procedures set forth in this Agreement and the AAA rules specified above, the AAA rules shall control.

Notwithstanding the foregoing, and regardless of what is provided by AAA’s rules, the arbitrator will not have authority or jurisdiction to consolidate claims of different employees into one proceeding, nor shall the arbitrator have authority or jurisdiction to hear the arbitration as a class, collective or representative action.

Governing Law

The School and employee understand and agree that any disputes and claims to be arbitrated under this Agreement shall be governed by the laws of the state in which the employee was employed at the time the arbitrable disputes or claims arose. This Agreement is governed by the Federal Arbitration Act. The School and employee intend that this Agreement be limited to those claims that may legally be subject to a pre-dispute arbitration agreement under applicable law. A court construing this Agreement may therefore modify or interpret it to render it enforceable.

Costs of Arbitration

The School and employee agree that the School will bear the arbitrator’s fee and any other type of expenses or cost that the employee would not be required to bear if they were free to bring the disputes or claims in court. Otherwise, the School and employee shall each bear their own attorneys’ fees and costs incurred in connection with the arbitration. The arbitrator shall have the authority to award attorneys’ fees and costs as

required or permitted by applicable law. If there is a dispute as to whether the School or employee is the prevailing party in the arbitration, the arbitrator will decide the issue.

Severability

The School and employee understand and agree that if any term or portion of this Agreement shall, for any reason, be held to be invalid or unenforceable or to be contrary to public policy or any law, then the remainder of this Agreement shall not be affected by such invalidity or unenforceability but shall remain in full force and effect, as if the invalid or unenforceable term or portion thereof had not existed within this Agreement.

Complete Agreement

The School and employee understand and agree that this Agreement contains the complete agreement between the School and employee regarding the subjects covered in it; that it supersedes any and all contrary prior representations and agreements between the School and employee on these subjects, if any; and that it may be modified only in writing, expressly referencing this Agreement and employee by full name, and signed by an authorized representative of the School and the employee.

Knowing and Voluntary Agreement

The employee has been advised to consult with an attorney of their own choosing before signing this Agreement. The employee agrees to read this Agreement carefully and understands that by signing it, they are waiving all rights to a trial or hearing before a judge or jury with respect to any and all disputes and claims regarding employee's employment with the School or the recruitment to or termination thereof that are subject to arbitration under this Agreement.

Initial_____

Section V: Operational Considerations

A. Employer Property

Anything purchased with school funds such as computers and educational materials are considered School property and must be maintained according to School rules and regulations. School property is to be used only for work-related purposes. The School reserves the right to search and inspect all School property and any property used by employees in work related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

Employees may make or accept personal telephone calls, text messages, or emails within reason during working hours to perform important personal business. It is also

acceptable to use a computer to perform the same minimal personal tasks. Employees may not use the School's phone to make personal calls that would incur long distance fees.

The School may periodically need to assign and/or change passwords and personal codes for voicemail, email and computer. Except as provided herein, these communication technologies and related storage media and databases are to be used only for School business and they remain the property of the School. The School reserves the right to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the CEO or designee before any School property may be removed from the School premises, except in the course of normal movement of educational materials/computers by the employee. In this case, regular check-out/tracking procedures must be followed.

Terminated employees who work at a school site should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the School's property and proprietary information as soon as possible, no later than 72 hours from the final date of employment, and not share, destroy, or retain any copies of such property and information.

Any employee who is found to have neglected or misused the School's property will be subject to disciplinary action up to and including termination. If an employee's misuse of the School's property damages the property, the School reserves the right to require the employee to pay all or part of the cost to repair or replace the property. Misappropriation of the School's property is grounds for immediate termination and possible criminal action.

B. Use of Electronic Media

The School uses various forms of electronic communication including, but not limited to computers, email, telephones and web sites. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the School and are to be used only for School business and not for any personal use, except as allowed above.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against School policy or not in the best interest of the School.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, discrimination, harassment, or related actions will be subject to discipline up to dismissal. The School reserves the right to require authorization prior to installation of software on a School computer and/or mobile devices.

All electronic information created by any employee using any means of electronic communication is the property of the School and remains the property of the School. With School approval, employees may use personal passwords for purposes of security, but any employee's use of a personal password does not affect the School's ownership of the electronic information.

The School may at any time override all personal passwords for any reason.

The School reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of School policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by school administration.

Access to the Internet, websites, and other types of School-paid computer access are to be used for School related business. Any information about the School, its products or services, or other types of information that will appear in the electronic media about the School must be approved by the CEO or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the CEO or designee.

C. Social Media

Social media can serve as a powerful tool to enhance communication. This technology can provide many benefits for communication. This section addresses employees' use of publicly available social media networks including: personal Websites, Web logs (blogs), WIKIs, social networks, online forums, virtual worlds, and any other social media. The School takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of social media for personal use during School time or on School equipment is prohibited. In addition, employees

must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

General Statement

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or fellow employees in a social media context that exists outside those approved by the School, they are advised to maintain their professionalism as School employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

Employees are expected to serve as positive ambassadors and to remember they are role models to students in the community. Because readers of social media networks may view the employee as a representative of the School, the School requires employees to observe the following rules when referring to the School, students, programs, activities, employees, volunteers and communities on any social media networks.

Employees must be respectful and professional in all communications (by word, image or other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the School. Employees may not act as a spokesperson for the School or post comments as a representative of the School, except as authorized by the CEO or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

Protect confidential information. Employees may not disclose information on any social media network that is confidential or proprietary to the School, its students, or employees or that is protected by data privacy laws. Employees should be thoughtful about what they publish and must make sure they do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, ask permission before posting student'(s)/co-worker'(s) picture on a social network (student photos require parental consent) or publishing a conversation that was meant to be private.

It is acceptable to discuss general details about student projects, lessons, or school events

and to use non-identifying pseudonyms for an individual (e.g., teacher, students, parents) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Public social networking sites are not the place to conduct School business with students or parents; please conduct these interactions using the School's network.

Employees may not post any private images of the School premises and property, such as workrooms, offices, including floor plans. Nothing in this policy is meant to prevent employees from posting information that is allowable by the National Labor Relations Act.

Be transparent. Honesty or dishonesty will be widely available on social media. If the employee is posting about their role at the School, the employee must use their real name and identify their employment relationship. The employee must be clear about their role; if they have a vested interest in something being discussed, to be the first to point it out.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. Employee's identification as a School employee, may create perceptions about expertise and about the School by community members, parents, students, and the general public. When posting online be sure that all content is consistent with employee work values and with the School's beliefs, core values and professional standards.

Work/Personal Distinction. Staff members are encouraged to maintain a clear distinction between their personal social media use and any School-related social media sites. The employee may consider setting up separate social media accounts for personal and professional use.

Personal Social Networking & Media Accounts. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. School employees must be mindful that any Internet information is ultimately accessible to the world.

Social Interaction With Students. Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' personal social networking profiles and blogs should not be linked to students' online profiles.

Contacting Students Off-Hours. Employees should only contact students for educational purposes and must never disclose confidential information possessed by the employee by virtue of their employment. Contacting students after hours must be kept to

a minimum and be strictly for the purpose of academic support or to relay general information to all students.

Be a positive role model. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

School Logo. The use of the School logo(s) on a social media site or elsewhere must be approved by the CEO or designee.

The School expects all who participate in social media to understand and follow these guidelines.

D. Public Relations

Serving students and families requires a variety of professional skills. School employees are expected to demonstrate the following communication skills and abilities:

1. Ability to transmit passion for learning to students and families.
2. Flexibility and adaptability.
3. Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
4. Conflict resolution skills.
5. Openness to differing views and objectives.
6. Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
7. Serve the student and parent's needs to the best of their ability without allowing their own convenience to interfere.

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by the employees; employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Below are several things employees can do to help leave people with a good impression of the School. These are the building blocks for continued success.

1. Communicate regularly.
2. Act competently and deal with others in a courteous and respectful manner.

3. Communicate pleasantly and respectfully with other employees at all times.
4. Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
5. Respond to email and voicemail within 24 hours during the workweek.
6. Take great pride in their work and enjoy doing their very best.
7. Be proactive and work to anticipate the needs of those being supported.

When an employee encounters an uncomfortable situation that the employee does not feel capable of handling, their supervisor should be contacted immediately.

If a problem develops or if a parent remains dissatisfied, the employee should contact their supervisor for assistance.

Employees should not speak to the media on the School's behalf without contacting the School's CEO or designee. All media inquiries should be directed to the CEO or designee.

E. Solicitation & Distribution

In order to ensure smooth operations, the School has established the following guidelines to be respected while at work. As long as it is done during non-working hours for all employees involved (such as meal periods or rest breaks), employees are permitted to engage in solicitation (i.e., asking for contributions, selling merchandise) anywhere on School premises, as long as it is done in a non-disruptive and inoffensive manner. Employees may only engage in distribution (i.e., handing out pamphlets, literature, petitions) during non-working hours for all employees involved and in non-working areas (such as the lunch room). Solicitation or distribution is not allowed in areas open to the public. Employees are prohibited from posting notices on the School bulletin board or in any other office location and from removing any items without management approval. The School may, at its discretion, authorize certain fund-raisers and collections for employee gifts. Employees who want to organize such an event, must obtain prior approval from the supervisor. Solicitation and distribution by non-employees is prohibited at all times on School property.

F. Inclement Weather/Emergency Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office will be made by the CEO or designee. When the decision is made to close the office, employees will receive official notification from their supervisors. Time off from scheduled work due to emergency closings will be unpaid for all nonexempt employees. However, employees eligible for vacation may elect to utilize their available vacation hours in order to remain in paid status.

Employees are encouraged to listen to local news and radio reports. In general, the School will follow the decisions of the local community. Days that the School is closed due to inclement weather or other emergency may create a need to extend the work year or shorten holiday breaks.

Initial _____

Section VI: Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law, and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity. See the School's Safety Plan for more information.

A. Telecommuting

The School may allow employees to telecommute if it benefits the interests of the School. A written proposal for such arrangements must be presented to HR and the supervisor for review and approval. Employees who telecommute may be required to attend in-person meetings at the office or other designated locations.

Telecommuting does not change the employee's work location and employees are still responsible for all costs associated with travel to and from the office as part of their reasonable commute, when they are required to report to their work location.

Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability should they claim such an expense and it is later disallowed by the Internal Revenue Service.

Employees who telecommute must maintain the security of all confidential and/or sensitive information and other proprietary information, as if they were working in the office. All security procedures apply, regardless of whether the employee is in the workplace or telecommuting. Certain confidential documents or information will not be taken home without authorization from the CEO or designee.

Employees who telecommute are responsible for following all safety rules.

Telecommuters will develop a written agreement with the CEO or designee concerning the type and amount of work the telecommuter will be expected to perform. The ability to telecommute does not change the level of performance expected from an employee. Nonexempt employees will track their time in the system and report work accomplished at a frequency agreed upon with the supervisor. Exempt employees must complete the duties as outlined in their job description and assigned by their supervisor.

Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's time card.

The School retains the right to require a reapproval process and/or rescind any telecommuting agreement at any time and to require any telecommuter to report to the office or work location to work.

Violation of any telecommuting policies may result in the immediate termination of any telecommuting agreement. For additional information, please review the Remote Work Policy and contact Human Resources.

B. Student Safety

The effective employee is concerned for the welfare of students and takes measures to insure their welfare. Nevertheless, it is important to be aware of the possible consequences of negligence. The employee is responsible to act in a reasonable and prudent manner at all times. Specifically, the employee must do the following:

1. Never leave students unsupervised and ensure that another responsible adult is present when leaving students.
2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.
3. Report any unsafe conditions to the supervisor so that it may be corrected.
4. Strictly adhere to all stated policy of the district and of the School.

Failure by employees to meet their responsibilities may have severe consequences (e.g., revocation of their license, criminal charges, etc.). Additionally, teachers may be held legally liable for negligence in the performance of their duties.

C. Employee Safety

The School is committed to providing the resources necessary to develop, implement, and administer a safety program for the protection of its employees. All administrative

personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of the safety program will be conducted by administration to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the supervisor, CEO, or HR. When reporting the injury, an employee should advise staff if emergency services should be involved, or if the injury requires medical attention. HR will help determine the best course of action. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred. The employer will immediately notify OSHA in the event the employee sustains a serious illness, injury, or exposure that results in hospitalization as per CalOSHA guidelines.

D. Transporting Students

Employees are not permitted to transport students. In the event a student needs transportation for a school-related purpose, the School will arrange for transportation in coordination with the parent or guardian.

E. Employee Driving Policy

EACS must ensure that risks to the School are minimized and ensure that only safe drivers are allowed to drive on School business. The Board requires that all employees who regularly drive as part of their job duties (“Driving Employees”) meet minimum standards of safety and insurance, which must be verified by the School. Driving employees must obey all traffic laws and drive safely while on School business.

Positions requiring driving shall state such in the job description and staff will be required to maintain a valid driver’s license and vehicle insurance in order to meet the minimum qualifications of the position and perform the essential duties of the role. This policy covers all school employees and violation of the School’s policy is grounds for discipline up to and including termination.

Driver’s License and Insurance Coverage

1. In order to operate a personal vehicle when used to perform EACS business, Driving Employees must have a valid driver’s license and automobile insurance meeting the minimum standards established in this policy at all times. Evidence of the Driving Employee’s driver’s license and automobile insurance certificate will be kept on file. The Driving Employee is responsible for providing an updated driver’s license and automobile insurance certificate whenever it expires or upon request. The

Executive Director or designee must be notified immediately if the Driving Employee no longer has a valid driver's license or insurance certificate. Any Driving Employee whose driver's license or insurance certificate lapses or is canceled or revoked for any reason, and who cannot otherwise arrange for travel as required by their position, may be terminated or placed on inactive/unpaid status until the issue is remedied.

2. EACS requires that a Driving Employee carry the following insurance amounts and coverage:

Automobile Liability - \$100,000 per person; \$300,000 per occurrence

Property Damage - \$50,000 per occurrence

Medical Payments - \$5,000 per person

Notification of Traffic Violations Resulting in Criminal Convictions

EACS receives notifications from the Department of Justice (DOJ) when an employee has been arrested and when there has been a conviction for a crime. Notification of a traffic violation resulting in a misdemeanor or felony charge will be discussed with the employee. Certain driving violations may be grounds for termination from a position that requires regular driving such as:

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run
4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

Responsibilities of Human Resources

When recruiting for positions that require the employees to operate a vehicle the posting notice shall advise applicants that a current driver's license record and verification of automobile insurance will be required prior to a final job offer.

Employee Responsibility

Employees are responsible for maintaining driver's licenses and special certificates required for the performance of job duties. Employees are also responsible for promptly notifying their supervisor of expiration, conviction, or other DMV actions against their driver's license or certificate by no more than five (5) business days from the occurrence.

Use of Electronic Devices While Operating a Vehicle

EACS recognizes staff members may spend a considerable amount of time driving for business purposes. It is the intention of the School to ensure all staff members are safe while driving a vehicle. Although hands-free options are available, it is the policy of the School to discourage employees from utilizing a cell phone or other electronic devices while operating a vehicle.

Distracted driving can be described as any visual, cognitive or manual distraction which takes attention away from the task of safe driving.

Employees are expected to follow all federal and state distracted driving laws. Employees who are charged with traffic violations resulting from the use of an electronic device while driving will be solely responsible for all liabilities that result from such actions.

The School highly encourages employees to use their best judgment and reserve all conversations conducted on an electronic device for when they are not in operation of a vehicle. It is recommended that employees find a safe location and park their vehicle prior to placing or accepting a telephone call. Texting while driving is prohibited. Voice texting while driving is strongly discouraged. Safety must come before all other concerns.

Revocation of Driving Privilege

1. The Human Resources Director or designee will monitor the subsequent arrest notifications from the DOJ. Any Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will immediately be placed on unpaid administrative leave.
2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on EACS business will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

Alternative Transportation

All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the advance approval of the Executive Director or designee, the employee may be reimbursed the actual miles traveled using the Schools' current mileage reimbursement rate, for their travel using public transportation or rideshare service where a personal vehicle is not available or alternative transportation is not feasible. Driving Employees will not be reimbursed additional charges and expenses outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee's personal vehicle is unavailable.

Nothing in this policy is intended to replace the employer's responsibility to engage in the interactive process with an employee who has requested accommodation due to an illness, injury, or disability. The HR manager or designee will ensure compliance in all matters pertaining to this policy.

F. Contagious Illnesses in the Workplace

The School realizes that employees with contagious temporary illnesses such as influenza (including COVID-19, H1N1 or Swine Flu), colds, and other viruses, or other communicable diseases may wish to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness or communicable disease may continue to work, the School considers several factors. The employee must be able to perform normal job duties; meet regular performance standards; and, in the School's judgment, pose no potential risk to the health or safety of the employee or others. If the School determines that an employee is unable to perform normal job duties; meet regular performance standards; or represents a potential risk to the health or safety of the employee or others, the School reserves the right to send the employee home and require the use of any available sick or vacation time, and if none is available the time would be unpaid. If an employee disagrees with the School's determination that such a risk exists, the employee must submit a statement from their attending healthcare provider that the employee's continued presence at work poses no significant risk to the employee, other employees, or students before they are allowed to return to work.

The following are general health and hygiene practices recommended by the Centers for Disease Control:

1. Stay home when sick. An employee should not return to work until they have been free of a fever for at least 24 hours.
2. Use proper etiquette: cover the cough or sneeze with a tissue or cough or sneeze into the elbow.
3. Wash hands often, especially after sneezing, coughing, or having contact with others. Alternatively, use a hand gel disinfectant and rub hands until the gel is dry.
4. Avoid touching eyes, nose, or mouth.
5. Ensure that general use office machines, such as shared computers, faxes, and copiers, are wiped down with disinfectant.
6. Healthy lifestyles are encouraged, including good nutrition, exercise, and adequate rest.

Supervisors will encourage employees to utilize paid sick and vacation if available to cover absences due to contagious temporary illnesses. Please contact HR regarding any questions about the possible contagious nature of any illness in the workplace.

The School will comply with all applicable statutes and regulations that protect the privacy of persons who have a contagious or communicable disease.

In the case of a pandemic (such as COVID-19, H1N1 or Swine Flu) or illness, the School may implement specific procedures through its emergency communication action plan including utilizing employees in essential operation positions; implementing controls and

scheduling in the work environment; encouraging ill employees to stay home; modifying work schedules; implementing telecommuting; minimizing non-essential travel; social distancing (reducing frequency, proximity, and duration of contact between people); utilizing phone, email, and video-conferencing; personal protective equipment (PPE); and education and training on safe work practices, risk factors, and protective behaviors. Employees will be notified if the emergency communication action plan is implemented.

G. Gun Violence Restraining Order

If an employee, parent, or student demonstrates a substantial likelihood of significant danger or harm to self or others, a gun violence restraining order petition may be filed. The petitioner may be an immediate family member, law enforcement officer, employer, co-workers with employer approval who regularly interact with the person, or an employee or teacher of a secondary or postsecondary school. A copy of the restraining order is to be submitted to human resources.

Initial _____

Section VII: Employee Wages and Benefits

A. Wages

Several factors may influence the compensation for a position. Each position is defined by a broadly written job description that indicates the duties to be performed and the necessary knowledge, skills, and abilities for the assignment. These factors are reviewed when determining the appropriate compensation. Some of the items the School considers are the nature and scope of the job duties, what other employers pay their employees for comparable jobs (external equity), what the School pays their employees in comparable positions (internal equity), and individual work as well as performance. Wages are also affected by legislative changes and the State's economy, and may be adjusted upward or downward as changes occur.

Initial step placement will be based on related prior experience. The Executive Director is given authority to offer a higher entry step placement in areas of shortage such as math, science, or special education in order to secure highly qualified candidates for positions. Step advances will be considered for employees who remain in paid status for at least 75% of the work year calendar. Consideration for step advancement will also be based upon the School's budget solvency, successful employee performance, and any other relevant factors.

The employee's performance review will usually be conducted on or about the end of the fiscal year. A positive performance review will not necessarily result in a change in

compensation.

B. Stipends

Stipends may include supplies, cell phone/internet, and/or mileage. Stipends may also be issued for performing specific additional job duties. Stipends may be evenly distributed across the employee's pay periods or issued at the time the services are rendered. All stipends will be reviewed annually.

C. Paydays

All salaried exempt employees are paid on the 26th of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the prior day of operation.

Hourly and salaried nonexempt employees are paid on the 10th and 26th of each month. Hours worked from the 16th through the last day of each month will be paid on or before the 10th of each month. Hours worked from the 1st through the 15th of the month will be paid on or before the 26th of each month. For more information on pay periods, please contact HR.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Employees will be paid through manual checks or through direct deposit of funds to savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a Direct Deposit Authorization form may be obtained from HR. Due to banking requirements it may take several weeks for activation of the direct deposit.

Every effort is made to avoid errors in calculating and distributing paychecks. Employees should inform HR if they believe an error has been made or pay has not been received. HR will take steps to research the problem and endeavor to make any necessary corrections as soon as possible or at least by the next regular pay day.

D. Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-credentialed employees, CalSTRS for eligible Teachers/Administration and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of

- exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
 3. For non-credentialed employees: Social Security (FICA) - The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. The current tax rate is used in the calculation. Each party is responsible for contributing. Eligible credentialed employees participating in CalSTRS do not contribute to Social Security.
 4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
 5. For credentialed employees contributions will be deducted and remitted to California State Retirement System (CalSTRS). The CalSTRS is a special trust fund established by California law. Per the guidelines of CalSTRS, the school will abide by membership eligibility. A contribution withdrawal begins with the first pay period. This contribution is in lieu of Social Security withholding tax from the paycheck. Additionally, the School contributes into the CalSTRS fund. All employee and employer contributions are determined by CalSTRS. Further information regarding CalSTRS accounts can be found at www.CalSTRS.com.
 6. For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under "Employee Benefits" section of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. If any deduction is unclear, contact HR.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal and State Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms are to be completed upon hire. The employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time in the HR information system by updating their W-4 and DE-4 withholdings.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

While the School strives to process payroll correctly, an error may occur from time to time. If this happens, every effort will be made to correct the problem as quickly as possible and to avoid future errors of a similar nature. Employees will not be subjected to discrimination, harassment, or retaliation for coming forward with a complaint or

question about their paycheck.

E. Wage Attachments and Garnishments

When an employee’s wages are garnished by court order, the School is legally bound to withhold the amount indicated in the garnishment order from the employee’s paycheck. The School will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee’s paycheck.

F. Employee Benefits

The School is committed to providing quality and cost effective benefit options (e.g. health, dental, vision, and life insurance) for eligible employees as part of the total employee compensation. Benefit eligibility may be dependent upon employee classification (full-time versus part-time, for example). Benefit eligibility requirements may also be imposed by the School and/or plans themselves. Policies, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

1. Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Exempt (<i>FTE</i>)	Non-Exempt (<i>Hours per Week</i>)	<i>Eligible employees will have the option to choose to enroll in benefits or elect a cash in lieu stipend with proof of alternate coverage.</i>	
		*Tiered Benefit Stipends (for Health, Dental, and/or Vision)	*Cash In Lieu of Benefits
.75+ FTE	30+ hours	\$1,300/month	\$200/month
.50 - .74 FTE	20-29 hours	\$780/month	\$100/month

.49 FTE or less	19 hours or less	not eligible	not eligible
-----------------	------------------	--------------	--------------

2. Benefit Design and Modification

The School reserves the right to design plan provisions and to add, eliminate, or in other ways modify any School provided benefits described in this handbook or elsewhere in plan documents, where and when it is deemed in the School's best interest to do so. These benefits are subject to change depending on management decisions and resources.

3. Benefit Plan Documents

Employees will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from HR for review. Questions about this information should be directed to HR.

4. Cash in Lieu of Health Benefits

Eligible employees may opt out of health benefits provided by the School and elect to receive a “Cash in Lieu” (CIL) option. CIL is dependent upon employment status and full time equivalent, included but not limited to hours worked or number of students assigned per pay period. Please refer to the employment agreement for more information.

In order to be eligible for cash in lieu of health benefits, an employee must provide proof of enrollment in a qualifying group health plan, including their name and the effective date of coverage, on their spouse or parent's employer sponsored plan, State Medicaid, Medicare, or VA Benefits. Proof of enrollment must be provided at the time of benefit enrollment for new hires or during the open enrollment period in order for the cash in lieu of benefits to be paid. Individual Family Plans (IFP) and Covered California coverage plans are not eligible for cash in lieu of benefits. All eligible employees will automatically be enrolled in the employer provided life insurance plan. Payment of the appropriate CIL amount will occur on each pay period of the current school year.

If the employee should enroll part way through the plan year due to a Qualifying Life Event (QLE), or if hired after the start date for the position, the annual CIL will be adjusted at the next pay period.

5. Right to Modify

The School reserves the right to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents to the extent allowed by law. Notice of any such changes will be provided, as required by law. Further, the School reserves the exclusive right, power and authority to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the

operation or administration of such plans, to the extent allowed by law. This section is subject to change in accordance with changes in the law.

6. Changes in Health Benefits

Employees may make changes to their plans outside of open enrollment if they experience a Qualifying Life Event (QLE). Examples of such events include marriage, divorce, birth, adoption, loss of coverage, etc. An employee has 30 days from the date of the QLE to notify human resources and enroll in or make changes to their health plan.

For more complete information regarding any of the benefit programs, please contact HR.

7. COBRA Benefits

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the health plan when a “qualifying event” would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee’s hours, leave of absence, divorce or legal separation, and a dependent child no longer meets eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of the coverage at the group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee’s rights and obligations.

8. Look-back Measurement Method – Seasonal and Variable Hour Employees

For seasonal employees as well as part time employees hired to work less than 20 hours per week the School will use a look-back measurement method to determine benefit eligibility status.

This method is used to determine the benefits eligibility status of an employee by looking back over a defined period of time (12 months) to determine if the employee averaged at least 20 hours per week during that period. The initial measurement period begins on the first day of the calendar month following a one month probationary period.

A stability period (designated period where coverage must be offered) of 12 months will be offered to all individuals identified as employees working at least 20 hours per week on average during the measurement period.

After a new variable-hour or seasonal employee has been employed for a standard measurement period, the employee is considered to be an ongoing employee and will have their hours measured from open enrollment or plan year.

G. Retirement Plan Offerings

The School is committed to providing retirement benefits to the employees. Plan details may be obtained through HR.

403(b)/457(b) Deferred Compensation Plan

All employees can open a 403(b) and/or 457(b) account and make employee contributions through payroll deductions.

Employer Contributions:

The employer contribution towards a deferred benefit plan is based on an eligible employee's active contribution to a 403(b) or 457(b) account. Eligible employees must open a 457(b) account in order to receive the employer contribution. The employer contribution will be made to the employee's 457(b) account in an amount not to exceed a matching contribution up to 5% of the employee's base annual salary. Eligible employees are immediately vested in employer contributions. Seasonal employees are not eligible for employer contributions.

Classified Employees: To be eligible for an employer contribution, a classified employee must work at least 20 hours/week.

Certificated Employees: To be eligible for an employer contribution, a certificated employee must serve a minimum number of students, work at least 20 hours/week, or have an assignment at least 0.5 FTE.

Certificated staff participating in CalSTRS are not eligible for an employer contribution to a 457(b) plan.

California State Teachers Retirement System (CalSTRS)

The School may offer a defined benefit plan through CalSTRS. Eligible credentialed employees employed at a CalSTRS school will be mandatorily enrolled in CalSTRS, and have employer and employee contributions submitted to CalSTRS on a monthly basis. Benefit information on this program is available at the CalSTRS website at www.calstrs.com.

H. Expense Reimbursement Process

1. Supplies

Due to the virtual nature of this business, it may sometimes be most practical for employees to initiate purchases locally and be reimbursed for those expenses. Reasonable, actual business expenses incurred by employees for the purpose of conducting business on behalf of the School shall be reimbursed upon approval. Employees receiving a stipend for supplies may not exceed the stipend amount.

Pre-approval by a supervisor is required in the event the employee wishes to purchase an item that exceeds the amount of the stipend.

2. Travel

The School will only reimburse actual and necessary expenditures for staff. Attendees shall be held accountable for good judgment regarding expenditure of tax dollars. All expenditures must have scanned copies of itemized original receipts, regardless of the amount. The School shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on school-related business, personal use of an automobile, and personal losses or traffic violation fees incurred while on school business. Factors such as variances in regional costs, travel duration and extenuating circumstances will be considered when approving travel reimbursement. In addition to those items listed below, associated travel fees such as parking fees, taxis/shuttles, and luggage handling are reimbursable expenses.

Employees are pre-approved to expense those costs associated with traveling for school-related purposes including testing and professional development. Scanned copies of original itemized receipts are required for reimbursement.

3. Mileage

The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. Employees must include verification of miles driven either using a platform adopted by the School, or by attaching a Mapquest/Google map or the like, with the request for reimbursement.

4. Hotel Rooms

Lodging shall be for those days associated with attending the activity, including, if necessary, the night before. Good judgment shall be used to seek the most reasonable accommodations. Please see the Travel Manual for additional details.

5. Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meal(s). Meals provided in conjunction with conferences, workshops, seminars, meetings that exceed these amounts are excluded from these limitations. No meals will be reimbursed for meals provided at/during the conference/training. Please see the Travel Manual for additional details.

The reimbursement rates are:

\$20 for breakfast, \$25 for lunch, \$30 for dinner plus service gratuity maximum of 18%. The total amount reimbursed for meals per day will not exceed \$75. Alcohol is not

reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report. Please see the Travel Manual for additional details.

6. Postage

Employees will be reimbursed for any postage related expense requested by the School. Employees must get pre approval from a supervisor for shipping expenses and must discuss the best shipping method with the supervisor.

For employees who receive a monthly supply stipend, only the portion of the expense that exceeds the stipend will be reimbursed.

7. Procedure for Expensing

Employees must have pre-approval prior to making any purchases that will warrant reimbursement. Approval may be obtained by sending an email to the CEO or Executive Director with a short description of what will be purchased.

Expense reimbursements must be submitted within thirty (30) days of the charge. Expense reports submitted after this time may not be reimbursed within the current cycle and/or may be delayed and processed in the next cycle. Please see the Travel Manual for additional details.

Initial _____

Section VIII: Leaves, Vacation, and Holidays

A. Healthy Workplaces/Healthy Family Act of 2014

The School, in compliance with the Healthy Workplaces/Healthy Family Act of 2014 (AB 1522), allows all full time and part time employees who work at least 30 days within a year in California to accrue paid sick leave hours. Accrual begins on the first day of employment. The employee must work at least 30 days before taking any available accrued sick leave.

B. Paid Sick Leave

Paid sick leave may be used for an employee's own illness, for preventative care or

diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent. Sick leave may also be used when an employee needs to manage matters surrounding domestic violence, sexual assault, stalking or when their worksite or their child's school or daycare closes due to public health emergencies. Except in the case of an illness or emergency, sick leave must be requested at least five (5) days in advance by submitting the request through the payroll system. Employees using extended sick leave (in excess of 5 days) must submit a request at least two weeks before the extended leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Employees absent more than five (5) days may be required to submit a health care provider's statement or note that the employee is fit for return to service.

Employees will be paid their regular compensation when using paid sick days. Sick leave hours will not be advanced ahead of the earned accrual.

Employees may use sick leave in thirty minute minimum increments, which will be deducted from the employee's accrual balance. Employees are not required to find a replacement for their work while taking protected sick time. Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day schedule will not need to be adjusted to accommodate the absence.

Any unused sick hours will roll over from year to year. Sick leave hours will not be advanced to an employee ahead of the earned accrual rate. Accrued, but unused sick days are not paid out by the School at the time of separation. However, employees who terminate employment and are rehired within one (1) year of termination (or 6 months for employees working in the city of San Diego) regain their previously unused accrued sick leave.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted.

1. Paid Sick Leave - Full Time Employees

The School provides sick pay for full time employees who regularly work a minimum of

30 hours per week. All full time classified, non-teaching certificated and special education certificated employees accrue one (1) sick day per month in paid status. Nonexempt employees are paid semi-monthly, and will accrue the equivalent of one half day per pay period. All employees who fall under this accrual method are guaranteed to accrue a minimum of 24 hours by the 120th day of employment and subsequent accrual years in accordance with State law.

Certificated Sick Accrual <i>Full Time Certificated Employees</i>					
Sick Leave	Student Count or FTE	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75 to 1.0 FTE	30+ hours	4/4	8	8

Classified Sick Accrual <i>Full Time Classified Employees</i>					
Sick Leave	FTE	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75 to 1.0	30+ hours	4/4	8	8

2. Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees

The School provides all part-time, per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 24 hours (3 days) of paid sick leave in a 12 month period. Employees will be paid at their regular hourly rate when they take paid sick leave.

Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 24 hours (3 days) of paid sick leave in a year. Sick leave accrual will be capped at 48 hours (6 days), in compliance with both state and city ordinances.

Sick Accrual

<i>Part Time, Per Diem, Seasonal, and Temporary Employees</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 1	.50 - .74	20-29	3/3	6	6
CA SL	.49 or less	19 or less	2/2	-	4

C. California State Benefits

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner, or to bond with a new child by birth, adoption, or foster care placement.

PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country.

Employees must notify HR of their plan to take leave and the reason for taking leave according to the School's policy. HR is available to assist employees with applying for State Disability benefits through the Employment Development Department. Employees may be eligible to receive PFL benefits while on a leave of absence to care for a seriously ill family member or for baby bonding. Employees are not eligible for PFL benefits when on PDL, FMLA, or CFRA leave for their own serious health condition.

PFL is not a guaranteed right to a leave of absence, and employees taking PFL or PFL Military Assist are not provided job protection rights or a right to return to the same position following their absence.

D. Pregnancy Disability Leave (PDL)

An employee may take pregnancy disability leave (PDL) if the employee is disabled

because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave is dependent on a medical certification and the duration may be up to 17 1/3 weeks or the equivalent number of days the employee would normally work within the same period. Intermittent leave or a reduced work schedule may be taken.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The 17 1/3 week pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to self, the successful completion of pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "17 1/3 weeks" means the number of days the employee would normally work within that period. For example, a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

PDL will run concurrently with other applicable leaves, such as FMLA leave. The 12-month look-back period will apply to all leaves granted concurrently.

1. Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of

sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

2. Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee takes pregnancy disability leave and is eligible under the Family Medical Leave Act (FMLA), the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work after PDL ended. Leave taken under the pregnancy disability policy runs concurrently with FMLA under federal law, but not California Family Rights Act (CFRA). If the employee is ineligible under the federal and state family and medical leave laws, while on pregnancy disability they will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which the employee is eligible, such as continued PDL. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if they fail to return to work following pregnancy disability leave.

3. Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

4. Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR.

The employee should provide at least thirty (30) days notice or as long of notice as is practicable, if the need for the leave is foreseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

5. Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

If the employee is not reinstated to the original position, the employee will be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

6. Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the School.

7. Lactation Accommodation

The School will provide a lactation break for a reasonable amount of time to accommodate an employee's need to express breast milk. Employees in need of lactation breaks should contact their supervisor and human resources to allow for the School to determine a private space and ensure the reasonable time for breaks is provided. Human

Resources and the supervisor will assist the employee in identifying a proper location that is close to the employee's work area, shielded from view, and free from intrusion. Additionally, where applicable, the School will provide access to a sink with running water and a refrigerator for storing breast milk.

The lactation break shall, if possible, run concurrently with any rest break or meal period already provided to the employee. For non-exempt staff, any additional time needed to express milk outside of the normal rest break and meal period is to be off the clock. If the employee needs additional time past the breaks typically provided in a day, the employee should contact their supervisor and human resources. If a space and break is not provided when requested, please contact human resources.

E. Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

The School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"). The following information provides employees with a general description of their FMLA and CFRA rights.

Calculating 12-Month Period for FMLA and CFRA

For purposes of calculating the 12-month period during which 12 weeks CFRA or qualifying exigency leaves may be taken, the School uses the "rolling" method also known as the look back method. For example, if an employee begins their leave on March 5, the look back period is 12 months from that date.

Under some circumstances, leave under FMLA and CFRA may run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. Accrued sick leave will be paid to the employee starting with the first day of absence until exhausted and will run concurrently with FMLA and/or CFRA leave.

For leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Leave granted under any of the reasons provided by state and federal law will be counted as FMLA and/or CFRA leave and will be considered as part of the 12-workweek entitlement (26-work week entitlement if leave is to care for a service member) in a 12-month period. The 12-month period is measured forward from the date any employee's first FMLA/CFRA leave begins. Successive 12-month periods commence on the date of an employee's first use of such leave after the preceding 12-month period has

ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Pregnancy, Childbirth or Related Conditions Under FMLA, CFRA and PDL

Time off due to pregnancy disability, childbirth or related medical condition falls under pregnancy disability leave (PDL) and FMLA leave and is not concurrent with CFRA leave. Employees who may not be eligible for FMLA leave may still be eligible for leave under PDL. Once the pregnant employee is no longer disabled, or once the employee has exhausted PDL and has given birth, they may apply for leave under CFRA, for purposes of baby bonding.

1) Family Medical Leave Act

Employee Eligibility Criteria

FMLA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee must have been employed by the School for at least twelve (12) months,
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a location where the School has at least fifty (50) employees within a seventy-five (75) mile radius, except for purposes of baby-bonding where the threshold is twenty (20) employees.

FMLA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks of FMLA leave for this reason.
2. Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
3. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a serious health condition or military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

Intermittent Leave under FMLA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Under FMLA, the employee must have the School's agreement to take intermittent leave.

2) California Family Rights Act

The Fair Employment and Housing Act (FEHA), enforced by the Department of Fair Employment and Housing (DFEH), contains family care and medical leave provisions for California employees. CFRA applies to all employees of the state of California and any other political or civil subdivision of the state and cities, regardless of the number of employees.

Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service.
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a worksite where there are 5 or more employees within a 75 mile radius.

CFRA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
2. To care for the employee's parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, and sibling who has a serious health condition.
3. For a serious health condition that renders the employee unable to perform their job.
4. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.

Intermittent Leave under CFRA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's

agreement to take intermittent bonding leave. In the case of intermittent leave, the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

3) Process for Requesting FMLA/CFRA Leave

Leave Procedures

The following procedures shall apply when an employee requests leave:

The employee must contact HR as soon as the need for the leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within 5 business days. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA/CFRA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA/CFRA leave.

The School requires the employee to provide certification within 15 days of any request

for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a timely manner to substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and
4. Confirmation that the serious health condition warrants the participation of the employee.

Certification

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- 1) Date of commencement of the serious health condition;
- 2) Probable duration of the condition; and
- 3) Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

4) Pay and Benefits Under FMLA/CFRA

Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the

employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is deemed to have “failed to return from leave” if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave. Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be able to remain on benefits for any time taken under approved FMLA/CFRA leave if they are eligible for those leaves. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees during FMLA/CFRA leave and may require an employee to use accrued vacation time or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee’s own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave.

Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA.

5) Reinstatement Upon Return From FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to

reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after FMLA leave may be denied to certain salaried "key" employees under the following conditions:

- 1) An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
- 2) The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School's operations;
- 3) The employee is notified of the School's intent to refuse reinstatement at the time the School determines the refusal is necessary; and
- 4) If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Under CFRA, the School will reinstate "key" employees.

Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

F. Bereavement Leave

The School grants leave of absence to benefited employees (employees with at least 50% employment) in the event of the death of the employee's current spouse, child, parent, parents-in-law, legal guardian, brother, sister, grandparent, grandchild, or mother, father, sister, brother, son-in-law, or daughter-in-law, step-parents, foster parents, foster children, and domestic partners. An employee with a death in the family may take up to five (5) consecutive scheduled work days off with pay with the approval of the supervisor. In the event services are located out-of-state, the allowed time off will be seven (7) days. An employee may be granted up to ten (10) days of bereavement leave for the death of the employee's spouse/domestic partner or child.

Bereavement leave may be taken intermittently with prior approval of the supervisor in no less than four hour increments. If an employee requires more than the allocated time off for bereavement leave, the employee may use accumulated sick days. The CEO or designee may approve additional unpaid time off.

G. Military Leave

Regular full time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay.

Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

1. Between one (1) to thirty (30) days: The service member is expected to report to

work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.

2. Between 31-180 days: The service member must submit an application for reemployment within 14 days of release from service.
3. For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 days leave of absence with pay to employees who have exhausted all available sick leave within a one-year period for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 days per year, for donating an organ.

This leave may require use of two weeks accrued paid time off for organ donation, and five (5) days for bone marrow donation.

A medical note will be required to be submitted. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

I. Jury Duty and Witness Leave

The School encourages employees to serve on jury duty when called. Postponement to non-instructional or off-peak department times is encouraged in order to minimize the impact to the School.

Seasonal and part-time employees will be provided unpaid time off to participate in jury duty. Nonexempt employees will receive full pay while serving up to 5 days of jury leave. Exempt employees called for jury duty will receive full salary for the time spent; however, exempt employees are expected to arrange their work schedule to minimize the impact on the School and must consult with their supervisor for guidance.

The employee should notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty.

K. Victims of Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave regardless of whether any person is arrested, prosecuted, or convicted of committing a crime. This leave provides time off for employees who are victims of domestic violence, sexual assault, and stalking, as well as leave for employees who are the victims or related to victims of certain serious or violent felonies. Employees may use available and accrued sick leave. The employee may also take paid vacation if eligible. The employee may request leave if they are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure the health, safety or welfare, or that of their child.

The employee should provide notice and certification if they need to take leave under this policy. Certification may be sufficiently provided by any of the following:

1. A police report indicating that the employee was a victim of domestic violence.
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

L. Suspension of an Employee's Enrolled Child

If an employee who is the parent or guardian of a child facing suspension from school and is summoned to the school to discuss the matter, the employee should alert the CEO or designee as soon as possible before leaving work. In keeping with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

M. Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

N. Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of a work-related injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives any workers' compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury or illness to HR. If the employee believes the injury or illness is caused by their job and developed gradually, the report should be filed as soon as possible. Reporting promptly helps avoid problems and delays in receiving benefits, including medical care. If the employee does not report the injury within 30 days, they risk losing their right to receive workers' compensation benefits;
- Seek medical treatment and follow-up care if required;
- Complete a written claim form and return it to HR as soon as possible.
- Provide the School with a certification from the healthcare provider regarding the

need for workers' compensation disability leave, as well as the eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to the same position held at the time the leave began, or to an equivalent position, if available. Upon return, a teacher is not guaranteed the same students, but will receive new/transfer students according to the same seniority status they had prior to the leave. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of the job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

O. Other Types of Leaves

There are other types of leaves that employees may be eligible for which include:

- Time off to visit children's schools: This leave provides employees up to 8 hours per month (to a maximum of 40 hours per year) of unpaid time off for the purpose of child-related activities which include: to find, enroll, or re-enroll the child in a school or with a licensed childcare provider; to participate in activities of the school or licensed child care provider; to address a child care provider or school emergency. Employees may use available and accrued sick leave;
- Literacy accommodation leave: This leave provides reasonable accommodation for employees who experience difficulties with literacy to enroll in an adult literacy program, work with a tutor or otherwise take steps to improve upon their literacy needs. Employees may use available and accrued sick leave;
- Military spousal leave: This leave provides employees up to 10 days of unpaid, protected leave, to spend time with a spouse or registered domestic partner who is home during a period of military deployment.

P. Professional Development

The School expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of the School. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by the School are subject to the approval of the Executive Director, CEO or designee.

Employees will be allowed with the approval of their supervisor and the CEO or designee to attend extended professional development programs. Extended professional development programs are considered more than two (2) days. An employee will be expected to complete missed work or assignments upon return.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. The School requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out of town events. The granting of request will be solely at the discretion of the Executive Director or CEO.

Q. Holidays

The School recognizes the following holidays:

- New Year's Day (January 1st)
- Martin Luther King Jr's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth (June 19th)
- Independence Day (July 4th)
- Labor Day
- Veterans Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)
- New Year's Eve (December 31st)

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full time (thirty or more hours per week) classified employee in paid status on the working day immediately preceding or following the holiday. A holiday that falls during a classified

employee's vacation time or sick time is paid as a holiday and is not deducted from vacation or sick-leave balances.

R. Vacation (Classified Employees)

The School's vacation policy is intended to provide eligible classified employees with time away from work for relaxation and renewal. In order to be eligible for vacation accrual, an employee must be a full time (thirty or more hours per week) classified exempt or nonexempt employee.

Vacation accrual begins on the first day of employment, and employees are eligible for vacation upon successful completion of 30 days of continuous employment. Eligible employees will accrue one day of vacation per month in paid status (e.g. an 8 hour/day 12 month employee will earn 12 days of vacation or 96 hours). Vacation accruals per pay period are displayed in the payroll system and on the employee's pay stubs.

Vacation Accrual <i>Classified Staff</i>					
	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Pay Monthly Period	Total Sick Hours Accrued Per Month
Full Time	.75+	30+	4 hours/4 hours	8 hours	8 hours
Part Time	.74 or less	29 or less	not eligible	not eligible	not eligible

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. A requested vacation will be approved if the absence does not cause a disruption of service or place an undue burden on fellow employees. All vacation requests must be made in advance of the time to be taken. Any changes to a vacation request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of vacation, except in an emergency situation. Failure to get pre-approval may result in disciplinary action. The supervisor may determine peak times in which vacations may not be approved.

Employees may be required to use their earned vacation hours during school recess. Vacation can be used in increments of 1 hour and only used from the employee's available accrual. Vacation hours cannot be advanced ahead of the earned accrual.

Accrued and unused vacation hours will roll over from year to year but are capped at one and a half times the annual rate of accrual. Employees will not accrue any additional vacation until their balance has dropped below the annual cap.

Terminating employees (voluntary or involuntary discharge, death, end of employment agreement, etc.) will be paid all accrued and unused vacation in their final paycheck.

S. Work Year Calendars

Each year the Board of Directors will approve the instructional and work year calendars for the new school year. Specific work days for certificated staff are determined by the School based on a return date for prep days, professional development, and final date for grade submission. The work days will be designated within the date range listed on the employment agreement.

In coordination with HR, supervisors will prepare a work year calendar displaying the first and last day of the assignment, all recess periods, and designated non-work days. For employees working less than 12 months, non-work days will be determined at the discretion of the employer, indicated on a work calendar provided to the employee, and determined so that work schedules will provide the greatest support to the School or department.

Non-work days are unpaid days based upon the employee's position and employment agreement as stated on the work year calendar. Unlike accrued leave, non-work days will not carry over from year to year.

T. Make-up Time

Nonexempt employees may choose to use make up time in order to accommodate employee scheduling needs. Employees may choose to work over 8 hours on one or more days per week, so they make up work less than 8 hours another day for personal reasons. The extra hours worked for make-up time would not be counted as overtime. Employees are not to work more than 11 hours in a single work day (without prior approval), and the make up time must all be taken and used within the pay work week. If an employee requests make up time and has worked over 8 hours in a day earlier in the week, and their need for time off changes, the employer may still require the employee to take the planned time off to avoid unnecessary overtime. Unless otherwise approved, employees are not to work more than 40 hours per week, in which case, they will be eligible for overtime. Requests for make up time must be submitted to the supervisor in advance.

U. Suggestions

The School is always striving to improve operating procedures and encourages all employees to make suggestions to this end. We welcome suggestions on subjects such as

safety; ways to improve customer service; and, how to save labor, money, energy, time, and materials. All suggestions should be submitted in writing to the appropriate supervisor who will in turn discuss them with School management. We appreciate staff suggestions that help make the School more successful.

Initial _____

Confirmation of Receipt of Handbook

I have received the School's Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the Schools policy for preventing discrimination, harassment and retaliation. I have been given the opportunity to ask any questions I might have about the policies in the Handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. The School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the CEO, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing, signed by the CEO.

I understand and agree that nothing in the Employee Handbook creates or is intended to create a promise or representation of continued employment and that employment at the School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the School.

Employee's Signature

Employee's Print Name

Date

Coversheet

Policy Development

Section: XII. Consent
Item: D. Policy Development
Purpose:
Submitted by:
Related Material: _EACS BUS Consent - Board Policies - December.pdf

EXCEL ACADEMY CHARTER SCHOOLS

Agenda Item:

Date: December 8, 2022

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
X	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of existing board policies reviewed and revised by staff for the 2022-2023 School Year.

Background:

In order to ensure adherence with State and federal laws, it is recommended the Board approve the following policies as presented.

REVISED

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

5000 Series - Student Services

5050 - Academic Integrity Policy

- Clarified further that the ToR’s Google Classroom account will be used as a tool to discourage plagiarism.
- Removed PIN verbiage and replaced it with BIP in the Process for Addressing Incidents of Academic Dishonesty
- Added to the Second Incident area that “the student will correct the mistake without a grade increase. The zero for the assignment will remain.”
- Removed bullet point regarding disciplinary records being provided to colleges section.
- Replaced the governing board with the Executive Director in the Grievance Procedure

area.

5095 - Retention & Acceleration Policy

- Simplified titles on the Retention/Acceleration team
- Removed AB 104 section as it is no longer applicable

5075 - Transcripts from Non-Accredited Schools Policy

- Clarified Policy for Accepting Credits from a Homeschool or non-accredited schools section
- Removed verbiage from Documentation Requirements for Courses section and added updated verbiage.
- Clarified that parents must provide transcripts and work samples prior to enrollment being completed.

6000 Series - Instruction

6005 - Parent and Family Engagement Policy

- Replaced all references to ParentSquare with Beehively.
- Under the Accessibility section, added “Interpretation services are available” and “accommodations are provided, as needed.”

6040 - Local Assessment Policy

- Added references to WIN and Shoreline students (students performing below grade level)
- Removed all references to testing make ups and the amount of days to complete testing.
- Removed repetitive phrasing
- Removed specifics for ToR responsibilities for proctoring
- Added that parents are not permitted to proctor tests

6125 - TK-12th Grade Report Card Policy

- Added verbiage to the end of each grade level heading to indicate “Report Cards - Required”

REVIEWED

The following documents were reviewed for accuracy and may include minor edits such as a correction to a typographical error, grammar, spelling, or punctuation. The document may also include a change from Human Resources manager to simply Human Resources. The edits did not affect the content or meaning and intent of the policy.

1020 - School Sponsored Field Trips & Cultural Excursions Policy

5055 - Self-Administration of Medication Policy

5065 - Lottery Policy

5115 - Pregnant & Parenting Policy

- 6050 - Virtual Proctoring Policy
- 6055 - Educational Activity Policy
- 6095 - Repeated Course Policy
- 6115 - Attendance Policy
- 6120 - Learning Period Meeting Policy

It is recommended the Board approve the revised board policies for the 2022-2023 school year.

Final Clean Versions of Revised Policies:

- [5050](#)
- [5095](#)
- [5075](#)
- [6005](#)
- [6040](#)
- [6125](#)

Redline Versions of Revised Policies:

- [5050](#)
- [5095](#)
- [5075](#)
- [6005](#)
- [6040](#)
- [6125](#)

Coversheet

Approval of 2022-2023 EACS First Interim Financial Report

Section: XIII. Business/Financial Services
Item: A. Approval of 2022-2023 EACS First Interim Financial Report
Purpose: Vote
Submitted by:
Related Material: FY2022-23 FIB Combined PDF.pdf
FY2022-23 FIB By School.pdf
FY2022-23 FIB Combined PDF.pdf
22-10-08 FY22-23 FIB Presentation.pptx (1).pdf

BACKGROUND:

Local Educational Agencies, including charter schools throughout the state, are required to revise their budgets at specific times during the fiscal year. These interim revisions are a legal requirement under AB1200, and are intended to ensure that local educational agencies are adequately prepared to meet their current year and multi-year financial obligations.

The projected year totals identified on the state financial reports reflect adjustments to the budget based on actual changes that have occurred to local, state and federal revenues between the adopted budget as of July 1 and the end of the first interim reporting period October 31. Expenditures are also analyzed and adjusted based on identified/projected changes as of this point in time. In addition, AB1200 requires a multi-year analysis to be performed and adjusted to reflect any revised assumptions in order to ensure the district is able to meet its multi-year financial obligations.

This multi-year projection is included and will identify if a charter is certified as positive, qualified, or negative. A positive certification means the district will meet its current year and two subsequent years financial obligations. A qualified certification means the district may not meet its current or two subsequent years financial obligations. A negative certification identifies a district will not meet its financial obligations for the remainder of the current fiscal year or for the subsequent year.

RECOMMENDATION:

It is recommended the Board of Directors certify and approve the positive financial status as shown in the School's Certification of First Interim Report for the Fiscal Year 2022-23 as presented.

Description	2022-23 FIB	MYP 2023-24	MYP 2024-25
Enrollment (CALPADS)	1,595	1,651	1,709
Average Daily Attendance (P-2 Projected)	1547 (285 Less)	1,601	1,657
COLA	13.26%	3.00%	3.00%
Cost of 1 %	\$120,000		

REVENUES:

General Purpose Entitlement

8011 General Purpose Block Grant	15,463,428	16,547,451	17,704,576
8012 Education Protection Account	309,430	320,260	331,469
8019 Prior Year Corrections/Adjustments	0	0	0
8096 Funding in Lieu of Property Taxes	924,505	924,505	924,505
TTL General Purpose Entitlement	16,697,363	17,792,216	18,960,550

Federal Revenue

8181 Federal IDEA SpEd Revenue	215,054	215,054	215,054
8182 SPED - Discretionary Grants	0	0	0
8290 Other Federal Revenue	292,202	292,202	292,202
8295 Prior Year Federal Revenue	0	0	0
TTL Federal Revenue	507,256	507,256	507,256

Other State Revenue

8311 AB602 State SpEd Revenue	1,178,779	1,214,142	1,250,567
8319 AB602 State SPED Revenue - PY Adj	0	0	0
8550 Mandated Cost Reimbursements	36,496	38,907	41,476
8560 State Lottery Revenue	366,675	390,894	416,712
8565 Prior Year Lottery Revenue	0	0	0
8590 Other State Revenue	443,266	0	0
8595 Prior Year State Revenue	0	0	0
TTL Other State Revenue	2,025,216	1,643,943	1,708,755

Other Local Revenue				
8660 Interest Income	15,000	15,000	15,000	15,000
8699 Other Revenue	0	0	0	0
TTL Other Local Revenue	15,000	15,000	15,000	15,000
TTL REVENUES	19,244,835	19,958,415	19,958,415	21,191,561

EXPENDITURES:

1000 - Certificated Salaries				
1100 Teacher Compensation	5,401,166	5,662,189	5,928,433	5,928,433
1150 Teacher Stipends/Extra Duty	754,965	754,965	754,965	754,965
1170 Teacher Health Care In Lieu	0	0	0	0
1200 Student Support	752,020	589,181	600,964	600,964
1250 Support Stipends/Extra Duty	25,449	25,449	25,449	25,449
1270 Support Health Care In Lieu	0	0	0	0
1300 Certificated Administrators	1,496,086	1,540,969	1,571,788	1,571,788
1350 Administrator Stipends/Extra Duty	27,000	27,000	27,000	27,000
1370 Administrator Health Care In Lieu	0	0	0	0
1900 Other Certificated Salaries	141,668	139,701	142,495	142,495
1900 Other Certificated Salaries Stipends/Extra Duty	6,200	6,200	6,200	6,200
TTL Certificated Salaries	8,604,554	8,745,653	9,057,294	9,057,294

2000 - Non - Certificated Salaries				
2100 Instructional Aides	136,244	140,331	144,541	144,541
2150 Instructional Aides Stipends	1,150	1,150	1,150	1,150
2170 Instructional Aides Health Care In Lieu	0	0	0	0
2300 Classified Administrators	425,477	438,241	451,389	451,389
2350 Classified Administrators Stipends	2,400	2,400	2,400	2,400
2370 Classified Administrators Health Care In Lieu	0	0	0	0
2400 Clerical & Technical Staff	807,282	781,030	804,461	804,461
2450 Clerical & Technical Stipends	11,800	11,800	11,800	11,800
2470 Clerical & Technical Health Care In Lieu	0	0	0	0
TTL Non - Certificated Salaries	1,384,353	1,374,953	1,415,741	1,415,741

3000 - Employee Benefits				
3101 STRS Certified	1,623,109	1,670,420	1,729,943	
3301 OASDI/Medicare	124,766	126,812	131,331	
3302 OASDI/Medicare	106,786	105,184	108,304	
3401 Health Care Certified	810,838	810,838	810,838	
3402 Health Care Classified	118,661	118,661	118,661	
3501 Unemployment Insurance	42,732	43,728	45,286	
3502 Unemployment Insurance	6,903	6,875	7,079	
3601 Workers' Comp Certified	51,791	57,643	59,697	
3602 Workers' Comp Classified	8,402	9,062	9,331	
3901 Other Benefits Cert	93,600	93,600	19,350	
3902 Other Benefits Class	23,793	23,793	6,711	
TTL Employee Benefits	3,011,381	3,066,616	3,046,531	

4000 - Books/Supplies/Materials				
4100 Textbooks & Core Curriculum	2,030,748	2,106,348	2,181,948	
4200 Other Reference Materials	21,659	22,742	23,879	
4300 Materials & Supplies	0	0	0	
4310 Instructional Materials	3,700	3,885	4,079	
4320 Office Supplies	10,494	11,019	11,570	
4330 Meals & Events	21,829	22,920	24,066	
4350 Other Supplies - Materials & Supplies	51,440	54,012	56,713	
4390 Other Supplies	0	0	0	
4400 Non - Capitalized Equipment - Staff	93,900	98,595	103,525	
4401 Non - Capitalized Equipment - Student	0	0	0	
4402 Non-Capitalized Equipment-Other	0	0	0	
TTL Books/Supplies/Materials	2,233,770	2,319,521	2,405,780	

5000 - Services & Operations				
5100 Subagreements For Services	375,000	393,750	413,438	
5200 Travel & Conferences	56,481	59,305	62,270	
5210 Mileage Reimbursements	0	0	0	
5215 Mileage, Parking and Tolls	0	0	0	

5220	Travel and Lodging	0	0	0	0
5225	Travel and Conferences and Meals	0	0	0	0
5300	Dues & Memberships	13,600	14,280	14,994	
5400	Insurance	124,652	130,885	137,429	
5610	Facility Rents & Leases	87,646	92,028	96,630	
5620	Equipment Leases	0	0	0	
5630	Maintenance & Repair	0	0	0	
5800	Professional Services - Non - instructional	314,352	278,070	291,973	
5810	Legal	200,000	210,000	220,500	
5820	Audit & CPA	24,125	25,331	26,598	
5822	Sped Non-Severe Speech and Language	0	0	0	
5825	DMS Business Services	0	0	0	
5830	Non-Instructional Software Licenses/Fees	22,855	23,998	25,198	
5835	Field Trips - Bus Transportations	0	0	0	
5840	Advertising & Recruitment	45,798	48,088	50,492	
5841	Community Marketing	34,701	36,436	38,258	
5850	Oversight Fees	281,784	295,873	310,667	
5860	Service Fees	60	63	66	
5863	professional Development Materials	0	0	0	
5865	CSO Shared Services	0	0	0	
5870	Live Scan Finger printing	400	420	441	
5878	Testing & Assessments	90,700	95,235	99,997	
5880	Instructional Vendors & Consultants	2,393,751	2,469,351	2,544,951	
5890	Misc Other Outside Services	0	0	0	
5895	Professional Development	3,100	3,255	3,418	
5910	Telephone	0	0	0	
5930	Postage	20,000	21,000	22,050	
5940	Technology Services	25,686	26,970	28,319	
	TTL Services & Operations	4,114,691	4,224,338	4,387,687	
7438	Interest on Long-Term Debt	59,184	0	0	
	TTL EXPENDITURES	19,407,932	19,731,081	20,313,033	

2022-23 FIB	MYP 2023-24	MYP 2024-25
-163,097	227,334	878,528
4,899,142	4,736,045	4,963,378
4,736,045	4,963,378	5,841,906
24.40%	25.16%	28.76%

Revenues less Expenditures (Net Revenues)

Beginning Fund Balance

Net Revenues

ENDING BALANCE

ENDING BALANCE AS % OF EXPENDITURES

Description	2022-23 FIB COMBINED	2022-23 FIB WARNER	2022-23 FIB HELENDALE
Enrollment (CALPADS)	1,595		
Average Daily Attendance (P-2 Projected)	1547 (285 Less)	1547 (285 Less)	1547 (285 Less)
COLA	13.26%	13.26%	13.26%

REVENUES:

General Purpose Entitlement

8011 General Purpose Block Grant	15,463,428	9,925,621	5,537,807
8012 Education Protection Account	309,430	204,282	105,148
8019 Prior Year Corrections/Adjustments	0	0	0
8096 Funding in Lieu of Property Taxes	924,505	826,949	97,556
TTL General Purpose Entitlement	16,697,363	10,956,852	5,740,511

Federal Revenue

8181 Federal IDEA SpEd Revenue	215,054	141,976	73,078
8182 SPED - Discretionary Grants	0	0	0
8290 Other Federal Revenue	292,202	192,853	99,349
8295 Prior Year Federal Revenue			
TTL Federal Revenue	507,256	334,829	172,427

Other State Revenue

8311 AB602 State SpEd Revenue	1,178,779	778,216	400,563
8319 AB602 State SPED Revenue - PY Adj	0	0	0
8550 Mandated Cost Reimbursements	36,496	24,149	12,347
8560 State Lottery Revenue	366,675	242,074	124,601
8565 Prior Year Lottery Revenue	0	0	0
8590 Other State Revenue	443,266	292,556	150,710
8595 Prior Year State Revenue			

TTL Other State Revenue	2,025,216	1,336,995	688,221
Other Local Revenue			
8660 Interest Income	15,000	9,900	5,100
8699 Other Revenue	0	0	0
TTL Other Local Revenue	15,000	9,900	5,100
TTL REVENUES	19,244,835	12,638,576	6,606,259

EXPENDITURES:

1000 - Certificated Salaries			
1100 Teacher Compensation	5,401,166	3,564,770	1,836,396
1150 Teacher Stipends/Extra Duty	754,965	498,277	256,688
1170 Teacher Health Care In Lieu	0	0	0
1200 Student Support	752,020	496,333	255,687
1250 Support Stipends/Extra Duty	25,449	16,796	8,653
1270 Support Health Care In Lieu	0	0	0
1300 Certificated Administrators	1,496,086	987,417	508,669
1350 Administrator Stipends/Extra Duty	27,000	17,820	9,180
1370 Administrator Health Care In Lieu	0	0	0
1900 Other Certificated Salaries	141,668	93,501	48,167
1900 Other Certificated Salaries Stipends/Extra Duty	6,200	4,092	2,108
TTL Certificated Salaries	8,604,554	5,679,005	2,925,548

2000 - Non - Certificated Salaries			
2100 Instructional Aides	136,244	89,921	46,323
2150 Instructional Aides Stipends	1,150	759	391
2170 Instructional Aides Health Care In Lieu	0	0	0
2300 Classified Administrators	425,477	280,815	144,662
2350 Classified Administrators Stipends	2,400	1,584	816
2370 Classified Administrators Health Care In Lieu	0	0	0
2400 Clerical & Technical Staff	807,282	532,806	274,476
2450 Clerical & Technical Stipends	11,800	7,788	4,012
2470 Clerical & Technical Health Care In Lieu	0	0	0
TTL Non - Certificated Salaries	1,384,353	913,673	470,680

3000 - Employee Benefits				
3101 STRS Certified	1,623,109	1,071,252	551,857	
3301 OASDI/Medicare	124,766	82,346	42,420	
3302 OASDI/Medicare	106,786	70,479	36,307	
3401 Health Care Certified	810,838	535,153	275,685	
3402 Health Care Classified	118,661	78,316	40,345	
3501 Unemployment Insurance	42,732	28,203	14,529	
3502 Unemployment Insurance	6,903	4,556	2,347	
3601 Workers' Comp Certified	51,791	34,182	17,609	
3602 Workers' Comp Classified	8,402	5,545	2,857	
3901 Other Benefits Cert	93,600	61,776	31,824	
3902 Other Benefits Class	23,793	15,703	8,090	
TTL Employee Benefits	3,011,381	1,987,511	1,023,870	

4000 - Books/Supplies/Materials				
4100 Textbooks & Core Curriculum	2,030,748	1,340,294	690,454	
4200 Other Reference Materials	21,659	14,295	7,364	
4300 Materials & Supplies	0	0	0	
4310 Instructional Materials	3,700	2,442	1,258	
4320 Office Supplies	10,494	6,926	3,568	
4330 Meals & Events	21,829	14,407	7,422	
4350 Other Supplies - Materials & Supplies	51,440	33,950	17,490	
4390 Other Supplies	0	0	0	
4400 Non - Capitalized Equipment - Staff	93,900	61,974	31,926	
4401 Non - Capitalized Equipment - Student	0	0	0	
4402 Non-Capitalized Equipment-Other	0	0	0	
TTL Books/Supplies/Materials	2,233,770	1,474,288	759,482	

5000 - Services & Operations				
5100 Subagreements For Services	375,000	247,500	127,500	
5200 Travel & Conferences	56,481	37,277	19,204	
5210 Mileage Reimbursements	0	0	0	
5215 Mileage, Parking and Tolls	0	0	0	
5220 Travel and Lodging	0	0	0	
5225 Travel and Conferences and Meals	0	0	0	

5300	Dues & Memberships	13,600	8,976	4,624
5400	Insurance	124,652	82,270	42,382
5610	Facility Rents & Leases	87,646	57,846	29,800
5620	Equipment Leases	0	0	0
5630	Maintenance & Repair	0	0	0
5800	Professional Services - Non - instructional	314,352	207,472	106,880
5810	Legal	200,000	132,000	68,000
5820	Audit & CPA	24,125	15,923	8,203
5822	Sped Non-Severe Speech and Language	0	0	0
5825	DMS Business Services	0	0	0
5830	Non-Instructional Software Licenses/Fees	22,855	15,084	7,771
5835	Field Trips - Bus Transportations	0	0	0
5840	Advertising & Recruitment	45,798	30,227	15,571
5841	Community Marketing	34,701	22,903	11,798
5850	Oversight Fees	281,784	185,977	95,807
5860	Service Fees	60	40	20
5863	professional Development Materials	0	0	0
5865	CSO Shared Services	0	0	0
5870	Live Scan Finger printing	400	264	136
5878	Testing & Assessments	90,700	59,862	30,838
5880	Instructional Vendors & Consultants	2,393,751	1,579,876	813,875
5890	Misc Other Outside Services	0	0	0
5895	Professional Development	3,100	2,046	1,054
5910	Telephone	0	0	0
5930	Postage	20,000	13,200	6,800
5940	Technology Services	25,686	25,686	0
	TTL Services & Operations	4,114,691	2,724,429	1,390,262
7438	Interest on Long-Term Debt	59,184	39,061	20,123
	TTL EXPENDITURES	19,407,932	12,817,969	6,589,964

Revenues less Expenditures (Net Revenues)

Beginning Fund Balance

Net Revenues

ENDING BALANCE

ENDING BALANCE AS % OF EXPENDITURES

	2022-23 FIB	2022-23 FIB	2022-23 FIB
	-163,097	-179,393	16,295
	4,899,142	2,744,455	2,154,687
	4,736,045	2,565,062	2,170,983
	24.40%	20.01%	32.94%

Description	2022-23 FIB	MYP 2023-24	MYP 2024-25
Enrollment (CALPADS)	1,595	1,651	1,709
Average Daily Attendance (P-2 Projected)	1547 (285 Less)	1,601	1,657
COLA	13.26%	3.00%	3.00%
Cost of 1 %	\$120,000		

REVENUES:

General Purpose Entitlement

8011 General Purpose Block Grant	15,463,428	16,547,451	17,704,576
8012 Education Protection Account	309,430	320,260	331,469
8019 Prior Year Corrections/Adjustments	0	0	0
8096 Funding in Lieu of Property Taxes	924,505	924,505	924,505
TTL General Purpose Entitlement	16,697,363	17,792,216	18,960,550

Federal Revenue

8181 Federal IDEA SpEd Revenue	215,054	215,054	215,054
8182 SPED - Discretionary Grants	0	0	0
8290 Other Federal Revenue	292,202	292,202	292,202
8295 Prior Year Federal Revenue	0	0	0
TTL Federal Revenue	507,256	507,256	507,256

Other State Revenue

8311 AB602 State SpEd Revenue	1,178,779	1,214,142	1,250,567
8319 AB602 State SPED Revenue - PY Adj	0	0	0
8550 Mandated Cost Reimbursements	36,496	38,907	41,476
8560 State Lottery Revenue	366,675	390,894	416,712
8565 Prior Year Lottery Revenue	0	0	0
8590 Other State Revenue	443,266	0	0
8595 Prior Year State Revenue	0	0	0
TTL Other State Revenue	2,025,216	1,643,943	1,708,755

Other Local Revenue				
8660 Interest Income	15,000	15,000	15,000	15,000
8699 Other Revenue	0	0	0	0
TTL Other Local Revenue	15,000	15,000	15,000	15,000
TTL REVENUES	19,244,835	19,958,415	19,958,415	21,191,561

EXPENDITURES:

1000 - Certificated Salaries				
1100 Teacher Compensation	5,401,166	5,662,189	5,928,433	5,928,433
1150 Teacher Stipends/Extra Duty	754,965	754,965	754,965	754,965
1170 Teacher Health Care In Lieu	0	0	0	0
1200 Student Support	752,020	589,181	600,964	600,964
1250 Support Stipends/Extra Duty	25,449	25,449	25,449	25,449
1270 Support Health Care In Lieu	0	0	0	0
1300 Certificated Administrators	1,496,086	1,540,969	1,571,788	1,571,788
1350 Administrator Stipends/Extra Duty	27,000	27,000	27,000	27,000
1370 Administrator Health Care In Lieu	0	0	0	0
1900 Other Certificated Salaries	141,668	139,701	142,495	142,495
1900 Other Certificated Salaries Stipends/Extra Duty	6,200	6,200	6,200	6,200
TTL Certificated Salaries	8,604,554	8,745,653	9,057,294	9,057,294

2000 - Non - Certificated Salaries

2100 Instructional Aides	136,244	140,331	144,541	144,541
2150 Instructional Aides Stipends	1,150	1,150	1,150	1,150
2170 Instructional Aides Health Care In Lieu	0	0	0	0
2300 Classified Administrators	425,477	438,241	451,389	451,389
2350 Classified Administrators Stipends	2,400	2,400	2,400	2,400
2370 Classified Administrators Health Care In Lieu	0	0	0	0
2400 Clerical & Technical Staff	807,282	781,030	804,461	804,461
2450 Clerical & Technical Stipends	11,800	11,800	11,800	11,800
2470 Clerical & Technical Health Care In Lieu	0	0	0	0
TTL Non - Certificated Salaries	1,384,353	1,374,953	1,415,741	1,415,741

3000 - Employee Benefits				
3101 STRS Certified	1,623,109	1,670,420	1,729,943	
3301 OASDI/Medicare	124,766	126,812	131,331	
3302 OASDI/Medicare	106,786	105,184	108,304	
3401 Health Care Certified	810,838	810,838	810,838	
3402 Health Care Classified	118,661	118,661	118,661	
3501 Unemployment Insurance	42,732	43,728	45,286	
3502 Unemployment Insurance	6,903	6,875	7,079	
3601 Workers' Comp Certified	51,791	57,643	59,697	
3602 Workers' Comp Classified	8,402	9,062	9,331	
3901 Other Benefits Cert	93,600	93,600	19,350	
3902 Other Benefits Class	23,793	23,793	6,711	
TTL Employee Benefits	3,011,381	3,066,616	3,046,531	

4000 - Books/Supplies/Materials				
4100 Textbooks & Core Curriculum	2,030,748	2,106,348	2,181,948	
4200 Other Reference Materials	21,659	22,742	23,879	
4300 Materials & Supplies	0	0	0	
4310 Instructional Materials	3,700	3,885	4,079	
4320 Office Supplies	10,494	11,019	11,570	
4330 Meals & Events	21,829	22,920	24,066	
4350 Other Supplies - Materials & Supplies	51,440	54,012	56,713	
4390 Other Supplies	0	0	0	
4400 Non - Capitalized Equipment - Staff	93,900	98,595	103,525	
4401 Non - Capitalized Equipment - Student	0	0	0	
4402 Non-Capitalized Equipment-Other	0	0	0	
TTL Books/Supplies/Materials	2,233,770	2,319,521	2,405,780	

5000 - Services & Operations				
5100 Subagreements For Services	375,000	393,750	413,438	
5200 Travel & Conferences	56,481	59,305	62,270	
5210 Mileage Reimbursements	0	0	0	
5215 Mileage, Parking and Tolls	0	0	0	

5220	Travel and Lodging	0	0	0
5225	Travel and Conferences and Meals	0	0	0
5300	Dues & Memberships	13,600	14,280	14,994
5400	Insurance	124,652	130,885	137,429
5610	Facility Rents & Leases	87,646	92,028	96,630
5620	Equipment Leases	0	0	0
5630	Maintenance & Repair	0	0	0
5800	Professional Services - Non - instructional	314,352	278,070	291,973
5810	Legal	200,000	210,000	220,500
5820	Audit & CPA	24,125	25,331	26,598
5822	Sped Non-Severe Speech and Language	0	0	0
5825	DMS Business Services	0	0	0
5830	Non-Instructional Software Licenses/Fees	22,855	23,998	25,198
5835	Field Trips - Bus Transportations	0	0	0
5840	Advertising & Recruitment	45,798	48,088	50,492
5841	Community Marketing	34,701	36,436	38,258
5850	Oversight Fees	281,784	295,873	310,667
5860	Service Fees	60	63	66
5863	professional Development Materials	0	0	0
5865	CSO Shared Services	0	0	0
5870	Live Scan Finger printing	400	420	441
5878	Testing & Assessments	90,700	95,235	99,997
5880	Instructional Vendors & Consultants	2,393,751	2,469,351	2,544,951
5890	Misc Other Outside Services	0	0	0
5895	Professional Development	3,100	3,255	3,418
5910	Telephone	0	0	0
5930	Postage	20,000	21,000	22,050
5940	Technology Services	25,686	26,970	28,319
	TTL Services & Operations	4,114,691	4,224,338	4,387,687
7438	Interest on Long-Term Debt	59,184	0	0
	TTL EXPENDITURES	19,407,932	19,731,081	20,313,033

2022-23 FIB	MYP 2023-24	MYP 2024-25
-163,097	227,334	878,528
4,899,142	4,736,045	4,963,378
4,736,045	4,963,378	5,841,906
24.40%	25.16%	28.76%

Revenues less Expenditures (Net Revenues)

Beginning Fund Balance

Net Revenues

ENDING BALANCE

ENDING BALANCE AS % OF EXPENDITURES



Excel Academy Charter School

FY2022-23 First Interim Budget

December 8, 2022



Presentation Overview



Budgetary Building Blocks



STRS Contribution Analysis



Multi-Year Projection



Cash Flow Report



Next Steps

Budgetary Building Blocks

- **Revenues:**

- ◆ **COLA – Increase**

- ◆ **FY2022-23 – 12.84%**

- ◆ **FY2023-24 – 3.00%**

- ◆ **FY2024-25 – 3.00%**

- ◆ **Enrollment Projection – 3.5%**

- ◆ **Attendance Rate (ADA) – 97%**

- ◆ **Unduplicated Pupil Percentage**

- **Expenditures:**

- ◆ **Step and Column Increase – 2%**

- ◆ **STRS Increase – 19.10%**

Historical CalSTRS Contribution





Combined Multi-year Projection

Description	1 st Interim FY2022-23	MYP FY2023-24	MYP FY2024-25
REVENUES			
LCFF	16,697,363	17,792,216	18,960,550
Federal	507,256	507,256	1,708,755
State	2,025,216	1,643,943	1,708,755
Local	15,000	15,000	15,000
TOTAL REVENUES	19,244,835	19,958,415	21,191,561
EXPENDITURES			
Certificated Salaries	8,604,544	8,745,653	9,057,294
Classified Salaries	1,384,353	1,374,953	1,415,741
Benefits	3,011,381	3,066,616	3,046,531
Books/Supplies/Materials	2,233,770	2,319,521	2,405,780
Services/Operations	4,114,691	4,224,338	4,387,687
Interest	59,184	0	0
TOTAL EXPENDITURES	19,407,932	19,731,081	20,313,033
INCREASE (DECREASE) IN FUND BALANCE	-163,097	227,334	878,528
BEGINNING BALANCE	4,899,142	4,736,045	4,963,378
PROJECTED ENDING BALANCE	<u>4,736,045</u>	<u>4,963,378</u>	<u>5,841,906</u>
ENDING BALANCE AS % OF EXPENDITURES	24.40%	25.16%	28.76%



Cash Flow Report

Excel Academy Charter Schools												
2022-23 First Interim Budget												
Projected Monthly Cash Flow Statement												
Description	July Actual	August Actual	September Actual	October Actual	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected
BEGINNING CASH	4,529,873	5,555,272	5,128,353	5,277,385	4,489,778	4,269,047	4,155,883	3,964,613	3,912,513	3,938,520	3,886,164	3,833,146
CASH INFLOWS												
REVENUES												
General Purpose Block Grant	605,530	923,560	1,407,984	1,662,408	1,252,538	1,252,538	1,252,538	1,391,709	1,391,709	1,391,709	1,391,709	1,190,684
Education Protection Account	0	0	61,459	30,168	0	78,106	0	0	78,106	0	0	61,591
In-Lieu-Of Property Taxes	0	61,272	331,000	7,385	46,640	46,640	46,640	46,640	46,640	46,640	46,640	46,640
Federal Revenues	0	16,481	33	11	54,425	54,425	54,425	54,425	54,425	54,425	54,425	54,425
Other State Revenues	53,383	2,820	138,452	124,727	206,250	206,250	206,250	206,250	206,250	206,250	206,250	206,250
Other Local Revenues	2,091	2,759	0	4,579	919	919	919	919	919	663	0	0
TTL REVENUES	661,004	1,006,892	1,938,928	1,829,278	1,560,771	1,638,877	1,560,771	1,699,942	1,778,048	1,699,686	1,699,023	1,559,590
EXPENDITURES												
All Certificated Salaries	189,868	755,711	741,335	754,788	770,356	770,356	770,356	770,356	770,356	770,356	770,356	770,356
All Classified Salaries	78,315	106,660	118,802	115,750	120,603	120,603	120,603	120,603	120,603	120,603	120,603	120,603
All Benefits	43,567	355,390	262,934	240,719	263,596	263,596	263,596	263,596	263,596	263,596	263,596	263,596
All Materials & Supplies	83,113	270,150	394,520	151,479	166,813	166,813	166,813	166,813	166,813	166,813	166,813	166,813
All Services and Operations	165,909	79,340	105,966	318,095	430,673	430,673	430,673	430,673	430,673	430,673	430,673	430,673
All Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
All Other Outgo	8,336	10,097	8,805	2,486	29,460	0	0	0	0	0	0	0
TTL EXPENSES	569,109	1,577,349	1,632,363	1,583,317	1,781,502	1,752,042	1,752,042	1,752,042	1,752,042	1,752,042	1,752,042	1,752,042
OTHER CASH INFLOWS/OUTFLOWS												
Accounts Receivable (net change)	694,578	(229,054)	(311,103)	(88,460)	0	0	0	0	0	0	0	0
Accounts Payable (net change)	238,926	372,592	153,570	189,081	0	0	0	0	0	0	0	0
CAM Cash Flow Loan Repayment				(1,134,189)	0	0	0	0	0	0	0	0
Other Cash Inflows/Outflows					0	0	0	0	0	0	0	0
TTL OTHER INFLOWS/OUTFLOWS	933,504	143,538	(157,533)	(1,033,568)	0	0	0	0	0	0	0	0
ENDING CASH BALANCE	5,555,272	5,128,353	5,277,385	4,489,778	4,269,047	4,155,883	3,964,613	3,912,513	3,938,520	3,886,164	3,833,146	3,640,694
Days Cash on Hand	104	96	99	84	80	78	75	74	74	73	72	68



Next Steps

- **Local level**

- **Second Interim Budget on March 9, 2023**
- **2023-24 Budget and LCAP Public Hearing on June 8, 2023**
- **Adopt 2023-24 EACS Budget June 15, 2023**

- **State level**

- **Governor's FY23-24 Proposed Budget by January 15, 2023**
- **Next update – May Revision**

Coversheet

Approval of CliftonLarsonAllen (CLA) Draft Annual Audit Report - Year Ended June 30, 2022

Section: XIII. Business/Financial Services
Item: B. Approval of CliftonLarsonAllen (CLA) Draft Annual Audit Report - Year
Ended June 30, 2022
Purpose: Vote
Submitted by:
Related Material: Excel FS Draft v12-01 (1).pdf

BACKGROUND:

The accountancy firm of CliftonLarsonAllen LLP (CLA) will present information from the 2021-22 audit report. The independent audit is designed to encourage sound fiscal practices, to promote efficient and effective use of public funds, and to determine the integrity of the financial accounting and reporting systems. The Education Code requires that the independent audit be submitted to the State Controller's Office, federal agencies, and the authorizing school districts. The State Controller's Office reviews each independent audit and approves or disapproves the audit report within three to four months of receipt. The independent audit report for 2021-22 will be filed with the chartering agencies, county office of education and with the state by December 15, 2022, as required. The general objectives of an audit are to determine whether: (1) the Charter's financial statements are presented fairly in accordance with generally accepted accounting principles; (2) there is effective district control over and proper accounting for revenues, expenditures, assets, and liabilities; (3) state and federal reports and claims for advances or reimbursements contain accurate and reliable financial data and are presented in accordance with the terms of applicable agreements; and (4) state and federal funds are being expended in accordance with the terms of applicable agreements and those provisions of law or regulations that could have a material effect on the financial statements and or on the awards that were tested. The independent audit of the 2021-22 EACS fiscal records indicates a positive financial status and ongoing maintenance and improvement of appropriate internal controls.

RECOMMENDATION:

It is recommended the Board of Directors receive the independent audit report as presented.

EXCEL ACADEMY CHARTER SCHOOLS

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2022

Operated by:

**Excel Academy Charter School – Helendale – Charter #2073
Excel Academy Charter School – Warner – Charter #2053**

Draft - For Discussion Only

**EXCEL ACADEMY CHARTER SCHOOLS
TABLE OF CONTENTS
YEAR ENDED JUNE 30, 2022**

INDEPENDENT AUDITORS' REPORT	1
FINANCIAL STATEMENTS	
STATEMENT OF FINANCIAL POSITION	4
STATEMENT OF ACTIVITIES	5
STATEMENT OF CASH FLOWS	6
STATEMENT OF FUNCTIONAL EXPENSES	7
NOTES TO FINANCIAL STATEMENTS	9
SUPPLEMENTARY INFORMATION	
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE	16
SCHEDULE OF INSTRUCTIONAL TIME	17
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)	18
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS	19
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	20
NOTES TO SUPPLEMENTARY INFORMATION	21
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	22
INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM, AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDE	24
INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE	27
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	30
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS	32

INDEPENDENT AUDITORS' REPORT

Board of Directors
Excel Academy Charter Schools
Irvine, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Excel Academy Charter Schools (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Excel Academy Charter Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Board of Directors
Excel Academy Charter Schools

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The Excel - Helendale, Excel - Warner, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited", was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the

Board of Directors
Excel Academy Charter Schools

audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole. The Local Education Agency Organization Structure, which is marked “unaudited”, has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued a report dated REPORT DATE on our consideration of the School’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School’s internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Draft - For Discussion Only

**EXCEL ACADEMY CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022**

	Excel - Helendale	Excel - Warner	Eliminations	Total
ASSETS				
CURRENT ASSETS				
Cash and Cash Equivalents	\$ 948,841	\$ 3,581,032	\$ -	\$ 4,529,873
Accounts Receivable	1,353,703	697,778	-	2,051,481
Intercompany Receivables	-	126,953	(126,953)	-
Prepaid Expenses and Other Assets	12,145	28,339	-	40,484
Total Current Assets	<u>\$ 2,314,689</u>	<u>\$ 4,434,102</u>	<u>\$ (126,953)</u>	<u>\$ 6,621,838</u>
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts Payable and Accrued Liabilities	\$ 177,440	\$ 220,589	\$ -	\$ 398,029
Deferred Revenue	55,009	140,903	-	195,912
Intercompany Payables	126,953	-	(126,953)	-
Revolving Promissory Note	-	1,123,772	-	1,123,772
Loans Payable	-	62,502	-	62,502
Total Current Liabilities	<u>359,402</u>	<u>1,547,766</u>	<u>(126,953)</u>	<u>1,780,215</u>
LONG-TERM LIABILITIES				
Loans Payable	-	62,494	-	62,494
Total Long-Term Liabilities	<u>-</u>	<u>62,494</u>	<u>-</u>	<u>62,494</u>
NET ASSETS				
Net Assets Without Donor Restrictions	<u>1,955,287</u>	<u>2,823,842</u>	<u>-</u>	<u>4,779,129</u>
Total Net Assets	<u>1,955,287</u>	<u>2,823,842</u>	<u>-</u>	<u>4,779,129</u>
Total Liabilities and Net Assets	<u>\$ 2,314,689</u>	<u>\$ 4,434,102</u>	<u>\$ (126,953)</u>	<u>\$ 6,621,838</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022**

	Excel - Helendale	Excel - Warner	Total
REVENUES, WITHOUT DONOR RESTRICTIONS			
State Revenue:			
State Aid	\$ 5,699,685	\$ 10,758,971	\$ 16,458,656
Other State Revenue	1,112,836	2,152,292	3,265,128
Federal Revenue:			
Grants and Entitlements	320,346	583,596	903,942
Local Revenue:			
In-Lieu Property Tax Revenue	97,556	824,614	922,170
Investment Income	-	7,844	7,844
Forgiveness of Loan Payable	290,594	731,620	1,022,214
Other Revenue	80,758	279,619	360,377
Total Revenues	<u>7,601,775</u>	<u>15,338,556</u>	<u>22,940,331</u>
EXPENSES			
Program Services	5,851,115	12,464,904	18,316,019
Management and General	400,755	549,608	950,363
Total Expenses	<u>6,251,870</u>	<u>13,014,512</u>	<u>19,266,382</u>
CHANGE IN NET ASSETS	1,349,905	2,324,044	3,673,949
Net Assets Without Donor Restrictions - Beginning of Year	<u>605,382</u>	<u>499,798</u>	<u>1,105,180</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR	<u><u>\$ 1,955,287</u></u>	<u><u>\$ 2,823,842</u></u>	<u><u>\$ 4,779,129</u></u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022**

	Excel - Helendale	Excel - Warner	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Change in Net Assets	\$ 1,349,905	\$ 2,324,044	\$ -	\$ 3,673,949
Adjustments to Reconcile Change in Net Assets to Net Cash Used by Operating Activities:				
Forgiveness of Loan Payable	(290,594)	(731,620)	-	(1,022,214)
(Increase) Decrease in Assets:				
Accounts Receivable	592,893	3,478,811	-	4,071,704
Intercompany Receivables	700,000	(126,953)	(573,047)	-
Prepaid Expenses and Other Assets	43,416	92,318	-	135,734
Increase (Decrease) in Liabilities:				
Accounts Payable and Accrued Liabilities	26,785	(518,493)	-	(491,708)
Deferred Revenue	(85,162)	(192,426)	-	(277,588)
Intercompany Payables	126,953	(700,000)	573,047	-
Net Cash Provided by Operating Activities	<u>2,464,196</u>	<u>3,625,681</u>	<u>-</u>	<u>6,089,877</u>
CASH FLOWS FROM FINANCING ACTIVITIES				
Repayments of Factored Receivables Liability	(2,205,000)	(5,126,228)	-	(7,331,228)
Borrowings of Revolving Promissory Note	-	4,500,000	-	4,500,000
Repayments of Debt	-	(62,502)	-	(62,502)
Net Cash Used by Financing Activities	<u>(2,205,000)</u>	<u>(688,730)</u>	<u>-</u>	<u>(2,893,730)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	259,196	2,936,951	-	3,196,147
Cash and Cash Equivalents - Beginning of Year	<u>689,645</u>	<u>644,081</u>	<u>-</u>	<u>1,333,726</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 948,841</u>	<u>\$ 3,581,032</u>	<u>\$ -</u>	<u>\$ 4,529,873</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION				
Cash Paid for Interest	<u>\$ 179,955</u>	<u>\$ 186,919</u>	<u>\$ -</u>	<u>\$ 366,874</u>
SUPPLEMENTAL DISCLOSURE OF NONCASH FINANCING ACTIVITIES				
Forgiveness of Loan Payable	<u>\$ 290,594</u>	<u>\$ 731,620</u>	<u>\$ -</u>	<u>\$ 1,022,214</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022**

	Excel - Helendale		
	Program Services	Management and General	Total
Salaries and Wages	\$ 2,819,514	\$ 133,312	\$ 2,952,826
Pension Expense	402,549	30,299	432,848
Other Employee Benefits	279,457	23,482	302,939
Payroll Taxes	54,890	4,132	59,022
Management Fees	173,983	-	173,983
Legal Expenses	40,538	-	40,538
Accounting Expenses	13,632	-	13,632
Instructional Materials	787,996	-	787,996
Other Fees for Services	875,083	203,535	1,078,618
Advertising and Promotion Expenses	3,173	-	3,173
Office Expenses	5,701	5,995	11,696
Information Technology Expenses	84,197	-	84,197
Occupancy Expenses	25,722	-	25,722
Travel Expenses	9,593	-	9,593
Interest Expense	179,955	-	179,955
Insurance Expense	12,912	-	12,912
Other Expenses	82,220	-	82,220
Total Expenses by Function	<u>\$ 5,851,115</u>	<u>\$ 400,755</u>	<u>\$ 6,251,870</u>

	Excel - Warner		
	Program Services	Management and General	Total
Salaries and Wages	\$ 6,049,599	\$ 333,328	\$ 6,382,927
Pension Expense	811,242	70,543	881,785
Other Employee Benefits	681,453	56,374	737,827
Payroll Taxes	114,869	9,989	124,858
Management Fees	37,137	-	37,137
Legal Expenses	86,868	-	86,868
Accounting Expenses	18,241	-	18,241
Instructional Materials	1,416,635	-	1,416,635
Other Fees for Services	2,505,594	65,387	2,570,981
Advertising and Promotion Expenses	3,690	-	3,690
Office Expenses	14,917	13,987	28,904
Information Technology Expenses	180,380	-	180,380
Occupancy Expenses	60,032	-	60,032
Travel Expenses	31,449	-	31,449
Interest Expense	186,919	-	186,919
Insurance Expense	59,411	-	59,411
Other Expenses	206,468	-	206,468
Total Expenses by Function	<u>\$ 12,464,904</u>	<u>\$ 549,608</u>	<u>\$ 13,014,512</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022**

	Total		
	Program Services	Management and General	Total
Salaries and Wages	\$ 8,869,113	\$ 466,640	\$ 9,335,753
Pension Expense	1,213,791	100,842	1,314,633
Other Employee Benefits	960,910	79,856	1,040,766
Payroll Taxes	169,759	14,121	183,880
Management Fees	211,120	-	211,120
Legal Expenses	127,406	-	127,406
Accounting Expenses	31,873	-	31,873
Instructional Materials	2,204,631	-	2,204,631
Other Fees for Services	3,380,677	268,922	3,649,599
Advertising and Promotion Expenses	6,863	-	6,863
Office Expenses	20,618	19,982	40,600
Information Technology Expenses	264,577	-	264,577
Occupancy Expenses	85,754	-	85,754
Travel Expenses	41,042	-	41,042
Interest Expense	366,874	-	366,874
Insurance Expense	72,323	-	72,323
Other Expenses	288,688	-	288,688
Total Expenses by Function	<u>\$ 18,316,019</u>	<u>\$ 950,363</u>	<u>\$ 19,266,382</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Excel Academy Charter Schools (the School) consists of two charter schools and is part of a nonprofit benefit corporation under the laws of the State of California. As of June 30, 2022, the School operated the following charter schools:

- Excel Academy Charter School – Helendale
- Excel Academy Charter School – Warner

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, and office expenses, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2022. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2022, the School has conditional grants of \$XXX of which \$195,912 is recognized as deferred revenue in the statement of financial position.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Income Taxes

The School is part of a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files and exempt school return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Evaluation of Subsequent Events

The School has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$6,581,354.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2022, as provided by the pool sponsor was \$1,494,664.

NOTE 4 REVOLVING PROMISSORY NOTE

On March 15, 2021, the School entered into an agreement with Charter Asset Management to factor attendance and grant receivables. On August 30, 2021, the School converted the factored receivable liability into a revolving promissory note, in the amount of \$4,500,000. The revolving promissory note repayments are over four installments from March 15 to August 31, 2023. The total revolving promissory note at June 30, 2022 is \$1,123,772.

NOTE 5 LOANS PAYABLE

California Department of Education Loan

The School received a revolving loan from the California Department of Education (CDE) of \$250,000. The loan requires annual principal payments of \$62,500 and has a term of four years. The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from the School's apportionment. The outstanding amount for the CDE loan at June 30, 2022 was \$124,996.

Future maturities of loans payable are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2023	\$ 62,502
2024	62,494
Total	<u>\$ 124,996</u>

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 5 LOANS PAYABLE (CONTINUED)

Paycheck Protection Program Loan

In April 2020 the School received a loan from Chase in the amount of \$1,022,214 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the PPP Loan). The original loan agreement was written prior to the PPP Flexibility Act of 2020 (June 5) and was due over 24 months deferred for six months. Subsequent to this, the law changed the loan deferral terms retroactively. The PPP Flexibility Act and subsequent regulations supersede the loan agreement. The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the School fails to apply for forgiveness within ten months after the covered period, then payment of principal and interest shall begin on that date.

In August 2021, the principal amount of \$1,022,214 was forgiven by the financial institution and U.S. Small Business Administration.

The SBA may review funding eligibility and usage of funds for compliance with program requirements based on dollar thresholds and other factors. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the School's financial position.

NOTE 6 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 6 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2021 total STRS plan net assets are \$310 billion, the total actuarial present value of accumulated plan benefits is \$414 billion, contributions from all employers totaled \$5.744 billion, and the plan is 73% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2022 was 16.92% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2020	\$ 1,031,033	100%
2021	1,201,488	100%
2022	1,314,633	100%

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 7 OPERATING LEASES

The School leases its facilities under a lease agreement that expires in October 2024. The monthly lease payment is based on lease rate of \$2.73 per square foot. Lease expense for the year ended June 30, 2022 was \$83,027.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2023	\$ 81,446
2024	85,108
2025	<u>28,896</u>
Total	<u>\$ 195,450</u>

NOTE 8 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

Draft - For Discussion Only

**EXCEL ACADEMY CHARTER SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2022**

The Organization operates a 100% Independent Study program and does not operate a full-time Classroom-Based program; therefore, a Schedule of Instructional Time is not applicable.

Draft - For Discussion Only

See the Auditors' Report and accompanying Notes to Supplementary Information

(17)

**EXCEL ACADEMY CHARTER SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2022**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Excel - Helendale				
Grades K-3	-	265.64	-	266.85
Grades 4-6	-	162.78	-	162.26
Grades 7-8	-	79.85	-	78.55
Grades 9-12	-	95.08	-	94.50
ADA Totals	-	603.35	-	602.16
Excel - Warner				
Grades K-3	-	512.43	-	511.95
Grades 4-6	-	316.73	-	313.71
Grades 7-8	-	200.31	-	199.98
Grades 9-12	-	199.70	-	199.50
ADA Totals	-	1,229.17	-	1,225.14

Draft - For Discussion Only

See the Auditors' Report and accompanying Notes to Supplementary Information

**EXCEL ACADEMY CHARTER SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022**

	Excel - Helendale	Excel - Warner
June 30, 2022 Annual Financial Fund Balances (Net Assets)	<u>\$ 2,154,686</u>	<u>\$ 2,744,456</u>
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Accounts Receivable	-	(47,567)
Intercompany Receivable	-	126,953
Accounts Payable and Accrued Liabilities	(34,611)	-
Intercompany Payable	(126,953)	-
Deferred Revenue	(37,835)	-
Net Adjustments and Reclassifications	<u>(199,399)</u>	<u>79,386</u>
June 30, 2022 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 1,955,287</u>	<u>\$ 2,823,842</u>

Draft - For Discussion Only

See the Auditors' Report and accompanying Notes to Supplementary Information

**EXCEL ACADEMY CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Excel - Helendale	Excel - Warner	Total
U.S. Department of Education					
Pass-Through Program From					
California Department of Education:					
Every Student Succeeds Act					
Title I, Part A, Basic Grants:					
Low-Income and Neglected	84.010	03797	\$ 66,593	\$ 121,148	\$ 187,741
Title II, Part A, Teacher Quality	84.367	14341	12,946	25,582	38,528
Title III, Limited English Proficiency	84.365	10084	1,989	6,084	8,073
Title IV, Part A, Student Support & Academic Enrichment	84.424	N/A	10,000	10,000	20,000
Special Education Cluster:					
Special Education - IDEA	84.027	13379	61,116	148,556	209,672
Total Special Education Cluster			<u>61,116</u>	<u>148,556</u>	<u>209,672</u>
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):					
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	36	7	43
Elementary and Secondary School Emergency Relief III (ESSER III) Fund-	84.425U	15559	92,133	139,775	231,908
Elementary and Secondary School Emergency Relief III (ESSER III) Fund:					
Learning Loss	84.425U	10155	75,533	132,444	207,977
Total CARES Act			<u>167,702</u>	<u>272,226</u>	<u>439,928</u>
<i>Total U.S. Department of Education</i>			<u>320,346</u>	<u>583,596</u>	<u>903,942</u>
Total Federal Expenditures			<u>\$ 320,346</u>	<u>\$ 583,596</u>	<u>\$ 903,942</u>

See the Auditors' Report and accompanying Notes to Supplementary Information

**EXCEL ACADEMY CHARTER SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2022**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the School.

NOTE 5 INDIRECT COST RATE

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Excel Academy Charter Schools
Irvine, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Excel Academy Charter Schools (the School), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
Excel Academy Charter Schools

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Draft - For Discussion Only

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM, AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDE**

Board of Directors
Excel Academy Charter Schools
Irvine, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Excel Academy Charter Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Excel Academy Charter Schools' major federal programs for the year ended June 30, 2022. Excel Academy Charter Schools' major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Excel Academy Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Excel Academy Charter Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Excel Academy Charter Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Excel Academy Charter Schools' federal programs.

Board of Directors
Excel Academy Charter Schools

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Excel Academy Charter Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Excel Academy Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Excel Academy Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Excel Academy Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Excel Academy Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less

Board of Directors
Excel Academy Charter Schools

severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Draft - For Discussion Only

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Excel Academy Charter Schools
Irvine, California

Opinion on State Compliance

We have audited Excel Academy Charter Schools' (the School) compliance with the types of compliance requirements described in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2022. The School's State compliance requirements are identified in the table below.

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to below occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit

Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to below and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
In Person Instruction Grant	Not Applicable

Board of Directors
Excel Academy Charter Schools

<u>Description</u>	<u>Procedures Performed</u>
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Draft - For Discussion Only

**EXCEL ACADEMY CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022**

Section I – Summary of Auditors’ Results

Financial Statements

- 1. Type of auditors’ report issued: Unmodified

- 2. Internal control over financial reporting:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported

- 3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

- 1. Internal control over major federal programs:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported

- 2. Type of auditors’ report issued on compliance for major federal programs: Unmodified

- 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

CFDA Number(s)

84.425D, 84.425U

Name of Federal Program or Cluster

Elementary and Secondary School Emergency Relief (ESSER) Fund ESSER I, ESSER III, ESSER III: Learning Loss

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

_____ yes x no

**EXCEL ACADEMY CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*, *OMB Compliance Supplement* or the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**EXCEL ACADEMY CHARTER SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2022**

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

Draft - For Discussion Only

Coversheet

Approval of School Plan for Student Achievement (SPSA)

Section: XIV. Education/Services
Item: A. Approval of School Plan for Student Achievement (SPSA)
Purpose: Vote
Submitted by:

Related Material:

2022_School_Plan_for_Student_Achievement_Excel_Academy_Charter_School_-_Helendale_2021201 (1) FINAL REVISION.pdf
2022_School_Plan_for_Student_Achievement_Excel_Academy_Charter_School_-_Warner_20221201 FINAL REVISION.pdf
SPSA Presentation for Board 22_23 (1).pdf

BACKGROUND:

Background: The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance and how the plans are aligned to the LCAP.

The Title I, School Wide Plan (SWP) is a schoolwide program designed to ensure that all students, particularly those who are low-achieving, demonstrate proficiency on state academic grade level standards. A Title I, School Wide Plan (SWP) does not require the identification of particular children as eligible participants. Title I, SWP supplements and does not supplant services.

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excel Academy Charter School - Helendale	California	November 3, 2022	December 8, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Excel Academy Charter School's School Plan for Student Achievement (SPSA) is aligned with the Local Control and Accountability Plan and the Learning Continuity and Attendance Plan. Our school plan for student achievement is focused on providing students with academic support to ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Our goals are aligned with our LCAP goals: Goal 1: Increasing Student Academic Achievement; Goal 2: Promote student engagement, high average daily attendance, and a positive school climate; Goal 3: Increase family, community connections and partnerships; Goal 4: Ensure students are on track to graduate.

Due to our large concentration of 250 out of 612 students (40.8%) Socioeconomically Disadvantaged enrollment, Excel Academy Charter School qualifies for Title I, Part A funds to assist in meeting students' educational goals.

Evaluating the effectiveness of the Title I SWP plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion, monitoring and support from the leadership team, and the school site council.

The LCAP input survey and annual review of the LCAP goals and action steps/services will be monitored annually.

Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/3/2022

SPSA Governing Board Approval: 12/8/2022

Educational Partners Input Survey: 1/2023

Schoolwide Input Survey: 6/2023

Director of Assessment and Accountability and Special Programs Coordinator Weekly Meetings - Consecutive Wednesdays at 11 a.m.

Governing Board SWP Waiver: 12/09/21

LCAP Alignment, Annual Review, Input:

LCAP Governing Board Public Meeting for Input: 6/2023

LCAP Governing Board Public Meeting for Approval: 6/2023

LCAP Budget Overview for Parents: 6/2023

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	14
Resource Inequities	15
School and Student Performance Data	16
Student Enrollment.....	16
CAASPP Results.....	18
ELPAC Results	24
Student Population.....	28
Overall Performance	30
Academic Performance.....	31
Academic Engagement.....	40
Conditions & Climate.....	42
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1.....	43
Goal 2.....	52
Goal 3.....	59
Budget Summary	64
Budget Summary	64
Other Federal, State, and Local Funds	64
Budgeted Funds and Expenditures in this Plan.....	65
Funds Budgeted to the School by Funding Source.....	65
Expenditures by Funding Source	65
Expenditures by Budget Reference	65
Expenditures by Budget Reference and Funding Source	65
Expenditures by Goal.....	65
School Site Council Membership	67
Recommendations and Assurances	68
Instructions.....	69
Instructions: Linked Table of Contents.....	69

Purpose and Description	70
Educational Partner Involvement	70
Resource Inequities	70
Goals, Strategies, Expenditures, & Annual Review	71
Annual Review	72
Budget Summary	73
Appendix A: Plan Requirements	75
Appendix B:	78
Appendix C: Select State and Federal Programs	80

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Educational Partners LCAP Input Survey was provided in January of 2022 and the Schoolwide Input Survey was completed by parents and stakeholders in June of 2022. The results indicated that 98% of those who completed the survey were highly satisfied with the education students receive at EACS, which includes but is not limited to the vetted and paced curriculum, communication, and the interventions in place. The survey results indicated that the ELD program and "What I Need" (WIN) Intervention program were successful because students and parents felt supported. English Learner (EL) students were provided with the necessary resources and curriculum for English language development, and students needing supplemental academic, foster youth, family hardship, mental health, and social emotional support were provided the necessary resources and guidance by the assigned credentialed Teacher of Record (ToR) and department leads. 97.7% of respondents feel their teacher communicates regularly about meetings, opportunities, and events, and partners to support their student's academic learning and achievement. Areas indicated for improvement were related to the request for additional connection opportunities to increase engagement, continued streamlined communication, and mental health awareness.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Through the use of pacing guides, frequent communication, and monthly virtual meetings for Teachers of Record and home educators, we have been able to ensure our students are well supported. Based on our frequent observations, EACS has been able to provide timely resources and intervention, devices and connectivity, additional counseling, food resources, accommodations, student success team meetings, as well as academic interventions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through the use of pacing guides, frequent communication, and monthly virtual meetings for Teachers of Record and home educators, we have been able to ensure our students are well supported. Based on our frequent observations, EACS has been able to provide timely resources and intervention, devices and connectivity, additional counseling, food resources, accommodations, Student Success Team (SST) meetings, as well as academic interventions.

Excel Academy Charter School (EACS) students in grades K-11 take the i-Ready reading and math diagnostic benchmark assessments within the first two weeks of school or upon enrollment to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program called WIN, an acronym for "What I Need." This program is assigned by our Intervention Department based upon data analysis. It requires students to choose an intervention curriculum from our menu of approved options and complete additional personalized lessons each week. Online intervention curriculum options include: Thinkwell Math, ReadLive, MobyMax, i-Ready, and/or tutoring.

Schoolwide subscriptions for additional practice include: Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney CodeIllusion, National Student ClearingHouse, PearDeck, Virtual Course Training, Starfall, and Tutor.com.

Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon policies and procedures (i.e. missed meetings, no contact, less than 70% work completion) receive a Progress Improvement Notification (PIN) from the school which serves to inform them of the needed improvement. The Teacher of Record (ToR) then works with the family in an attempt to resolve the issue and prevent future infringements. If a second PIN is issued, a Student Success Team (SST) or other meeting is held to create a plan of support. If a 3rd PIN is issued, it is sent to the parents by certified mail and an internal evaluation is conducted, at which point the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to get the student back on track before the gap widens. In response to absences, the Executive Director and administrative cabinet work together to review and update relevant policies that are then presented to the Board of Directors for review and approval (i.e. EACS - 6115 Attendance, Progress Improvement Notification (PIN), Involuntary Withdrawal Policy, etc.).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students complete assignments, quizzes, and tests as required through their individualized personal learning plan. EACS student assessments are a combination of core-skills diagnostic and formative assessment, state testing, curriculum-embedded assessments, and collection of student work products. All of these data points are analyzed and used to create individual student learning plans, to inform parents, and to inform reflective program evaluation and continuous improvement. Students who are not on pace are supported through the Multi-tiered Student Support (MTSS) process. SST meetings are conducted to identify barriers in students learning and to put supports in place to help guide the student's academic success. Teachers of Record and our administrative staff work to support and monitor the progress of all students including those who are not on pace with their individually developed learning plan. The teachers work with the students and families to create assignments which help the students experience success in meeting state standards.

English Learner (EL) students, using the ELD curriculum and live instruction, are monitored to make sure that they are progressing properly and are provided additional assistance as needed. Students are provided online curriculum and weekly live instruction to strengthen reading, writing, listening, and speaking skills.

The staff strives to foster student learning by partnering closely with students and parents. Students who have an Individualized Education Plan (IEP) are provided an annual IEP meeting with the Special Education Team. EACS is committed to serving all students, including those with special needs.

We have MTSS procedures in place to support students who may be struggling, not only academically, but socially and emotionally as well. Teachers refer students to personnel who are trained to identify potentially concerning behavior and refer families to the appropriate local resources to support them.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

EACS recruits and retains highly qualified multiple and single subject teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.

ToRs are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers were previously trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. ToRs received professional development on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS. In addition, ToRs were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnit-In to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready Benchmarks in math and/or reading. This included updates on how to use and monitor online programs used to support struggling students (i.e. i-Ready, Thinkwell Math, MobyMax, and ReadLive, and Starfall).

In addition, teachers and staff are required to participate in SafeSchool Training Modules every year on the following topics: Sexual Harassment Prevention , Active Shooters, School Intruders, Bloodborne Pathogen Exposure Prevention, Mandated Reporter: Child Abuse and Neglect, Medication Administration: Epinephrine Auto-Injectors, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Diversity Awareness: Staff to Student, and Sensitivity Awareness.

In addition, EACS has added specific trainings for the Administrative staff which are specific trainings associated with their department role which includes: Conflict Management: Managing the Angry Parent, Email and Messaging Safety, and Cyberbullying. The SafeSchool Trainings on Child Abuse and Neglect, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Prevention, and Postvention all enable teachers to best meet the needs of our at-risk students.

All teachers have been trained on current school policies related to COVID-19 and the appropriate protocol to follow when students/staff are in-person. Training is attended and delivered by the Human Resource Specialist: SDCOE COVID-19 Guidance 8/26/2021, YMC - "Implementing Masks and Vaccination Requirements, and COVID-19 Safety Protocol 10/22/2021, Personalized Learning and the Future of Education 10/22/2021 - In 2022, continued COVID-19 education is presented by Human Resources as they receive direct instruction from the state.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.

The following are a few of the professional development sessions that have been attended based on assessed student performance and current needs. The learnings from these webinars were then shared out to the staff and/or implemented.

SDCOE Building Engaging and Supportive Virtual Classrooms ; The Needs of Foster and Homeless Youth, and assisting families with acute needs; SDCOE Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training; GoToWebinar - Your Safety Responsibilities - Returning To Work; Back-To-School Planning for the Remote Delivery of Special Education Related Services; Legal Guidance for Addressing Special Education Issues When Resuming Operations During the Pandemic; During Challenging Times

Counselors -

SD School Counselor Reboot

SEL 101: Introduction to Social and Emotional Implementation and Practices for Administrators

UC Counselor Conference

Administration -

ACSA Superintendent and Principal Training

Assessment and Accountability Series

Accelerating Literacy for All Students

General Awareness and Unlimited Support in School Culture

FRISK

APLUS Charter School Conference 2021

CSDS Leadership Conference

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meets performance goals

Our Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, attends training hosted by SDCOE, as well as community and state organizations. This information is shared with the staff in professional development and staff meetings, and in individual conversations to address the needs of our students. Proactive mental health support will be provided for all students covered under McKinney-Vento. Additionally, teachers receive several trainings through the year specific to analyzing EL and other supplemental curriculum progress.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

EACS exceeds performance goals based on the additional implementation of opportunities to provide effective collaboration for all teachers.

Teacher collaboration occurs during All Staff Professional Development meetings that occur throughout the school year, in addition to school retreats to discuss curriculum, instruction, and assessments. During monthly Regional Meetings, teachers collaborate to review school governance, curriculum, instruction, assessment, and school climate. Eagle Insight is comprised of nominated teachers and the administrative team to collaborate on important topics and aspects of instruction and learning. The information discussed and decided is shared with the staff during professional development training and/or monthly highlights with the Executive Director. The Education Department, High School Department, Intervention Department, and Assessment Department engage in department meetings and offer weekly office hours for teachers to ask questions, share insight, and seek input on student progress.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goals

All curriculum used by EACS are research based, vetted, and chosen to personalize the experience of reaching performance standards for our students. The diagnostic results from i-Ready are used to determine student progress, growth, and to identify gaps in student achievement. Support through ELD curriculum, intervention, or acceleration are then implemented.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goals

EACS closely monitors student attendance and pace of completion to evaluate student academic progress and achievement. Home educators are given the required amount of instructional minutes. Students who are off pace are supported through the MTSS process. Due to the important role of the parent, EACS teachers and administration effectively and efficiently follow up with students who are not making adequate progress each Learning Period so that the student can get them back on track. Home educators who fail to follow agreed upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the assigned Teacher of Record (ToR) and parent to attempt to resolve the issue. If a second PIN is issued, a Student Success Team (SST) or other meeting is held to create a plan of support. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goals

Each student has a flexible personalized learning plan that is developed collaboratively between the ToR, home educator, and student. Required minutes may be met through a flexible schedule that works best for the individual student. ToRs work with all stakeholders, including the student, to set goals, select a high school path, and create a graduation plan. SST meetings are conducted to troubleshoot barriers in students reaching expectations. All students not making sufficient progress are required to participate in a supplemental intervention tailored to address their specific needs. The interventions in place are closely monitored by the assigned ToR as well as the Intervention Department.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets performance goals

Numerous standards aligned and research based curricula are provided to all EACS students in order to best meet students' unique needs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goals

EACS utilized curricula that are standards aligned and accessible to accommodate their unique needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Exceeds performance goals based on the live instruction that was coupled with the resources and interventions provided to students performing one plus grade levels below the current grade level.

Intervention curricula has been carefully researched and chosen based on the data pulled from the i-Ready benchmark diagnostic assessments. To ensure equal educational access, ToRs and intervention support staff identify the need for additional instruction in the core subject areas based on reviewing the score reports and assessment data to identify the students who are one year or more behind grade level. These identified students are placed into the WIN intervention program. There are several options depending on what skill areas within the identified subject and domains need to be sharpened for that student. A student who enters the WIN program must complete 75 minutes in that supplemental curriculum each week in order to meet grade level standards.

EACS takes great pride in establishing programs that are geared to meeting the needs of all individual students. Credentialed teachers will be working with students virtually to provide learning lessons that will focus on specific areas of need (i.e SEL and ELA instruction). Other activities that are implemented and necessary to maintain continuity of services include EL engagement in weekly virtual lessons, weekly interventions in reading, writing, and mathematics, direct instruction in core subjects, and special education services. Weekly intervention classes will target students who have fallen into tier 2 (one grade level below current grade level) and tier 3 (two plus grade levels below current grade level) in English Language Arts (ELA) based on the i-Ready diagnostic internal benchmark assessment data. In addition, weekly classes for English Learner students who are emerging, expanding, and building English proficiency proficiency in reading, writing, listening, and speaking will participate in live lessons.

Evidence-based educational practices to raise student achievement

Meets performance goals

Through a collaborative effort, Excel Academy's Executive Director, Directors, Assistant Director, Principals, Department Leads, Coordinators, and ToRs share best practices which home educators are then able to utilize for positive results with their students. Accessing the Multi-Tiered System of Support (MTSS), CDE MTSS, and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provide guidance in identifying interventions that would support low socioeconomic, foster youth, and English Learners. With the addition of a Guidance Counselor and Title I Coordinator, our quality of monitoring and supporting students has increased by growth of services provided to our student groups. As a result, we expect to see continued improvement in student engagement, course completion, attendance, student achievement, and an increase in our graduation rate.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goals

Since the parent is the primary educator, the majority of EACS students are not participating in distance learning. All students have access to books, workbooks, other curriculum materials, and the majority of students are receiving direct instruction from the parent at home. There are some students who choose to learn from an online teacher or use recorded lessons as part of their curriculum, but the parent is still involved in their education on an ongoing basis. In addition, the i-Ready diagnostic provides results on how the student is currently performing in math and English language arts. Any students who score one year below grade level are monitored more carefully by the teacher and held accountable to complete additional lessons each week. Information is regularly communicated to families through Beehively. Within Beehively, all information can be translated instantly into Spanish. All other languages can be translated as needed and upon request. In addition, our Administrative staff, including our Assistant Director of Intervention, Title I Coordinator, and counselors, are able to provide families with assistance to community resources, technology support, or mental health resources to best accommodate our at-risk populations. Due to the important role of the parent, we are quick to follow up with students who are not making adequate progress each Learning Period. The assigned ToR works diligently with the student and parent providing necessary resources, guidance, and supports to get the student back on track. Students/Parents who fail to follow agreed upon guidelines (i.e. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, a SST meeting is held with the Intervention Coordinator and/or Title 1 Coordinator, the parent, and the ToR. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal. With this procedure and policy in place, any learning loss is quickly identified and addressed to reengage the student and get the student back on track before the gap widens.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goals

EACS seeks parent input and assesses our level of stakeholder engagement through participation in surveys, parent meetings, and participation in teacher and parent meetings (i.e. Student Site Council, Parent Advisory Council, English Language Advisory Committee, School Board).

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Meets performance goals

Our Title I Coordinator monitors data, engages, and provides support for all at-promise students (i.e. low-income, tier II, tier III, EL, homeless, foster).

Our Intervention Coordinator monitors data, engages, and provides support for all at-promise students (i.e. low-income, tier II, tier III, EL, homeless, foster).

Fiscal support (EPC)

Title I, Part A

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's Title I status and Title I policies: SSC Meeting 9/8/2022

Support with the alignment of the Title I plan, the LCAP was provided by the LCAP Coordinator Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/3/2022

Governing Board Meeting to present the SPSA: 12/8/2022

English Learner Advisory Council (ELAC) Meeting: 11/2/2022

Parent Advisory Committee (PAC) Meeting: 11/1/2022

Title I Parent and School Compact Board approved: Adopted 5/14/2020, updated 6/17/2021, reviewed 11/18/2021

Family and Parent Engagement Policy approved: Adopted 5/14/2020 and revised 11/18/2021

To ensure parents have the opportunity to provide input, communication of the following meetings is shared through a variety of platforms, such as the school website, school social media, Beehively, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, computer, or technology device.

In addition, all stakeholders are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), School Site Council (SSC), and Parent Advisory Council (PAC) meetings. Invitations are sent through the Teacher of Record, Beehively, and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the Board Governance heading.

EACS collected parent survey feedback to assess family needs and address them. In addition, we created an easily accessible form on our website where families can request support. Through Beehively all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. An English Learning Advisory Committee (ELAC) meeting was held on November 2, 2022, and a Schoolsite Council meeting was held on November 3, 2022. The plan was discussed, and upcoming boarding meetings were announced at both meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

To ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, we frequently review and respond based on available data.

Ongoing communication between teachers, parents, and students ensure that the department leads and administrative team are aware of specific student academic, social-emotional, and mental health needs. Students are provided with the necessary interventions, supports, and wrap around services and resources based on individual needs.

The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the CEO then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.2%	%	0	1	
African American	4.03%	2.3%	2.45%	17	12	15
Asian	13.03%	13.7%	13.73%	55	71	84
Filipino	0.71%	0.8%	1.14%	3	4	7
Hispanic/Latino	39.57%	42.9%	44.61%	167	222	273
Pacific Islander	0.71%	0.6%	0.98%	3	3	6
White	27.25%	25.5%	24.51%	115	132	150
Multiple/No Response	12.09%	12.0%	9.64%	51	62	59
	Total Enrollment			422	518	612

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	42	65	77
Grade 1	38	46	66
Grade 2	36	47	60
Grade3	38	54	61
Grade 4	31	52	66
Grade 5	48	41	49
Grade 6	42	54	49
Grade 7	41	41	47
Grade 8	41	39	38
Grade 9	25	23	29
Grade 10	17	24	25
Grade 11	15	17	25
Grade 12	8	15	20
Total Enrollment	422	518	612

Conclusions based on this data:

1. EACS will continue to focus on enrollment and retention.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	21	16	28	5.0%	3.10%	4.6%
Fluent English Proficient (FEP)	39	58	69	9.2%	11.20%	11.3%
Reclassified Fluent English Proficient (RFEP)	0	7		0.0%	1.40%	

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		53	63		0	61		0	61		0.0	96.8
Grade 4		47	64		0	63		0	63		0.0	98.4
Grade 5		40	48		0	47		0	47		0.0	97.9
Grade 6		50	48		0	46		0	46		0.0	95.8
Grade 7		40	41		0	40		0	40		0.0	97.6
Grade 8		34	32		0	30		0	30		0.0	93.8
Grade 11		16	19		0	17		0	17		0.0	89.5
All Grades		280	315		0	304		0	304		0.0	96.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2433.			31.15			21.31			27.87			19.67
Grade 4			2478.			31.75			22.22			22.22			23.81
Grade 5			2536.			36.17			29.79			14.89			19.15
Grade 6			2548.			21.74			41.30			26.09			10.87
Grade 7			2567.			22.50			35.00			27.50			15.00
Grade 8			2587.			20.00			43.33			16.67			20.00
Grade 11			2610.			29.41			35.29			29.41			5.88
All Grades	N/A	N/A	N/A			28.29			30.59			23.36			17.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			26.23			62.30			11.48
Grade 4			28.57			65.08			6.35
Grade 5			38.30			51.06			10.64
Grade 6			28.26			56.52			15.22
Grade 7			22.50			67.50			10.00
Grade 8			33.33			53.33			13.33
All Grades			29.28			59.87			10.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			18.03			55.74			26.23
Grade 4			14.29			58.73			26.98
Grade 5			29.79			44.68			25.53
Grade 6			21.74			54.35			23.91
Grade 7			25.00			47.50			27.50
Grade 8			20.00			56.67			23.33
All Grades			21.05			53.95			25.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			14.75			67.21			18.03
Grade 4			17.46			68.25			14.29
Grade 5			21.28			70.21			8.51
Grade 6			23.91			69.57			6.52
Grade 7			5.00			87.50			7.50
Grade 8			10.00			80.00			10.00
All Grades			16.12			72.37			11.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			13.11			73.77			13.11
Grade 4			11.11			76.19			12.70
Grade 5			29.79			61.70			8.51
Grade 6			19.57			73.91			6.52
Grade 7			27.50			70.00			2.50
Grade 8			26.67			56.67			16.67
All Grades			20.07			70.07			9.87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was no CAASPP testing in 2019-20; therefore, there are no CAASPP student achievement reports.
2. EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		53	63		0	61		0	61		0.0	96.8
Grade 4		47	64		0	63		0	63		0.0	98.4
Grade 5		40	48		0	47		0	47		0.0	97.9
Grade 6		50	48		0	46		0	46		0.0	95.8
Grade 7		40	41		0	40		0	40		0.0	97.6
Grade 8		34	32		0	30		0	30		0.0	93.8
Grade 11		16	19		0	16		0	16		0.0	84.2
All Grades		280	315		0	303		0	303		0.0	96.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2435.			27.87			27.87			8.20			36.07
Grade 4			2498.			28.57			28.57			25.40			17.46
Grade 5			2511.			21.28			23.40			25.53			29.79
Grade 6			2535.			19.57			21.74			30.43			28.26
Grade 7			2544.			22.50			25.00			25.00			27.50
Grade 8			2572.			23.33			26.67			20.00			30.00
Grade 11			2520.			6.25			6.25			25.00			62.50
All Grades	N/A	N/A	N/A			23.43			24.75			22.11			29.70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			32.79			36.07			31.15
Grade 4			33.33			46.03			20.63
Grade 5			29.79			36.17			34.04
Grade 6			19.57			50.00			30.43
Grade 7			22.50			47.50			30.00
Grade 8			26.67			40.00			33.33
All Grades			27.06			41.58			31.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			29.51			42.62			27.87
Grade 4			30.16			49.21			20.63
Grade 5			23.40			59.57			17.02
Grade 6			15.22			60.87			23.91
Grade 7			22.50			50.00			27.50
Grade 8			23.33			46.67			30.00
All Grades			24.42			51.49			24.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			27.87			45.90			26.23
Grade 4			26.98			53.97			19.05
Grade 5			17.02			63.83			19.15
Grade 6			15.22			63.04			21.74
Grade 7			20.00			62.50			17.50
Grade 8			30.00			43.33			26.67
All Grades			22.11			56.44			21.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was no CAASPP testing in 2019-20; therefore, there are no CAASPP student achievement reports.
2. EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	9
1		*	*		*	*		*	*		4	*
4		*	*		*	*		*	*		*	4
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
All Grades											17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
All Grades		35.29	31.03		58.82	34.48		5.88	24.14		0.00	10.34		17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
All Grades		70.59	44.83		11.76	17.24		17.65	20.69		0.00	17.24		17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
All Grades		23.53	27.59		58.82	27.59		17.65	37.93		0.00	6.90		17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
All Grades		41.18	41.38		58.82	44.83		0.00	13.79		17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
All Grades		64.71	44.83		29.41	34.48		5.88	20.69		17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
All Grades		47.06	27.59		52.94	48.28		0.00	24.14		17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
All Grades		41.18	37.93		58.82	58.62		0.00	3.45		17	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
518	39.2	3.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	3.1
Foster Youth		
Homeless	3	0.6
Socioeconomically Disadvantaged	203	39.2
Students with Disabilities	61	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.3
American Indian or Alaska Native	1	0.2
Asian	71	13.7
Filipino	4	0.8
Hispanic	222	42.9
Two or More Races	62	12.0
Native Hawaiian or Pacific Islander	3	0.6
White	132	25.5

Conclusions based on this data:

1. EACS continues to focus on attendance, retention, and providing instruction that is equitable for all students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. There is no CA Dashboard information due to no CAASPP testing in 2019-20; therefore there is no dashboard student performance data.
2. In 2022, EACS students participated in the CAASPP/SBAC assessments and the state will populate the data.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

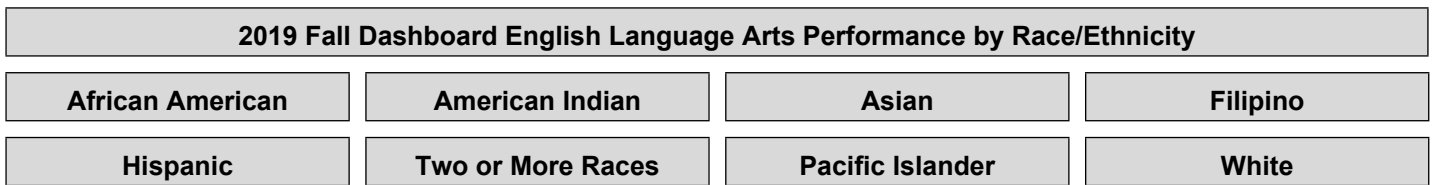
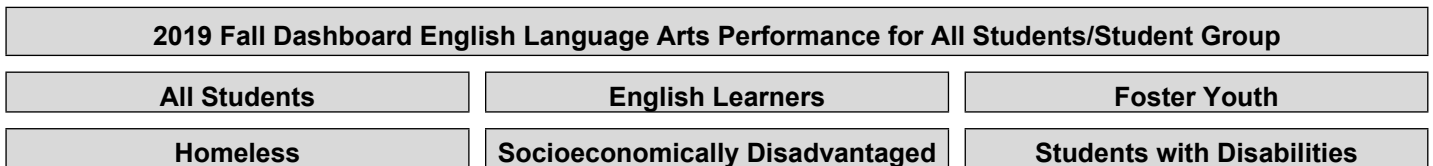
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

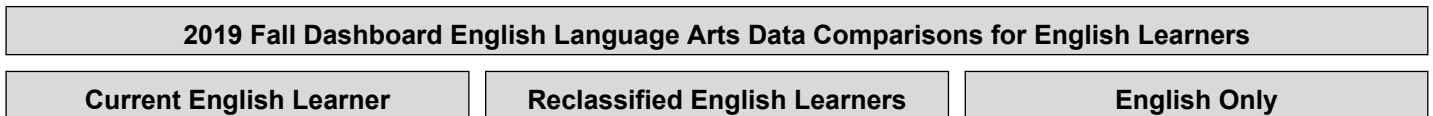
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

- In 2022, EACS students participated in the CAASPP/SBAC assessments and the state will populate the data.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

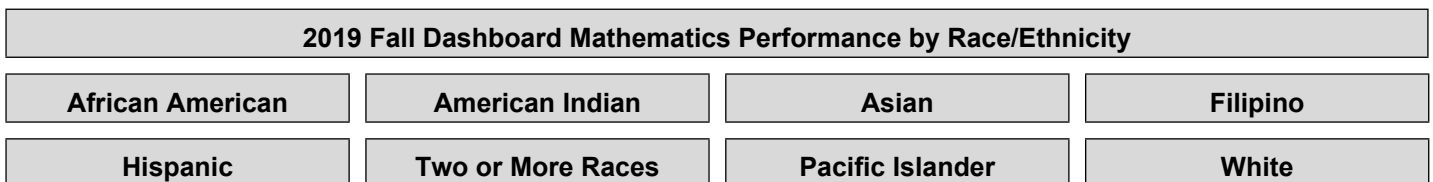
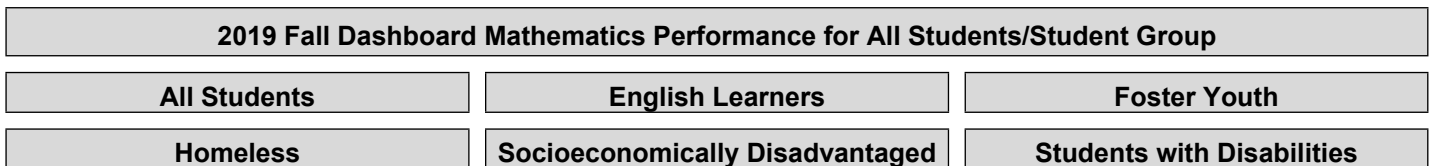
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

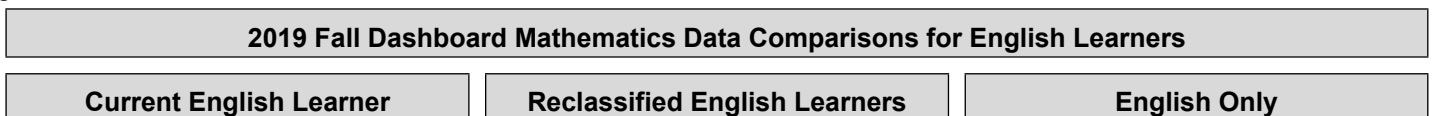
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

1. In 2022, EACS students participated in the CAASPP/SBAC assessments and the state will populate the data.

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
---------------------------------	---	--------------------------------	---

Conclusions based on this data:

- In 2022, EACS students participated in the ELPAC assessments and the state will populate the data.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	16	100
African American		
American Indian or Alaska Native		
Asian	1	6.3
Filipino		
Hispanic	9	56.3
Native Hawaiian or Pacific Islander		
White	3	18.8
Two or More Races	2	12.5
English Learners	1	6.3
Socioeconomically Disadvantaged	9	56.3
Students with Disabilities	5	31.3
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	6.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	2	12.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	6.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Small cohort population

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

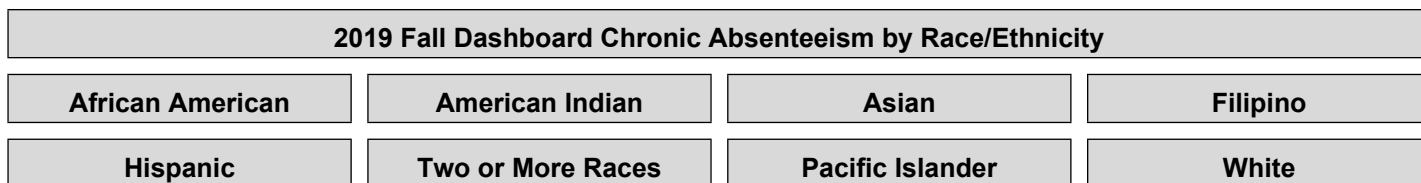
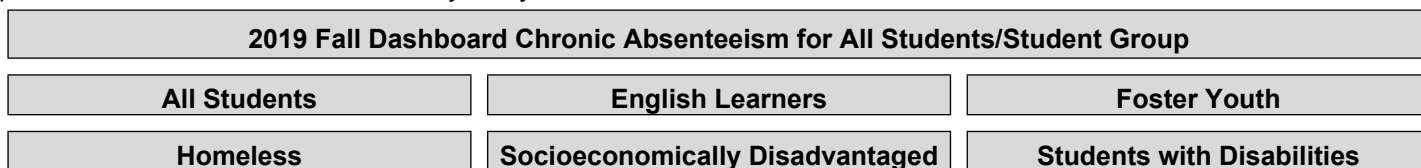
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. The state will input data.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	16	15	0	93.8
English Learners	1		0	
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	9		0	
Students with Disabilities	5		0	
African American				
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	9		0	
Native Hawaiian or Pacific Islander				
White	3		0	
Two or More Races	2		0	

Conclusions based on this data:

1. High graduation rate

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017

2018

2019

Conclusions based on this data:

1. EACS has zero percent suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP Goal 1: We will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 1

EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

Identified Need

Improve the academic achievement of socioeconomically disadvantaged students as measured by the California Schools Dashboard and i-Ready by providing intensive and individualized monitoring of low-income and WIN (What I Need) student achievement by the Intervention Department, data analysis by the Director of Assessment and Accountability, and counseling services from the counselor that provides services for low-income and WIN students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Students (Tier III) ELA Tier III: Decrease the percentage of students in Tier III ELA.	Title 1 Students (Tier III) - 2+ grade levels below ELA Tier III: 12.1% of students currently in Tier III ELA (Based on Fall 2022 i-Ready data) (2% less students are currently in Tier III compared to the Fall 2021 i-Ready data)	Title 1 Students (Tier III) - 2+ grade levels below ELA Tier III: 2% of Title III students will move into Tier II or I in ELA
Title 1 Students (Tier III) Math Tier III: Decrease the percentage of students in Tier III Math.	Title 1 Students (Tier III) - 2+ grade levels below Math Tier III: 15.6% of students currently in Tier III Math (Based on Fall 2022 i-Ready data)	Title 1 Students (Tier III) - 2+ grade levels below Math Tier III: 2% of Title III students will move into Tier II or I in Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(6% less students are currently in Tier III compared to the Fall 2021 i-Ready data)	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

LCAP 4.4: Ensure all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. All students will have access to practice assessments, virtual test prep training provided by assigned credentialed teachers, and grade level pencil paper practice packets in math and ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified No Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Tier III students are provided with academic subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. ReadLive, MobyMax, and Thinkwell are among the subscriptions that are offered to students who score one or more grade levels behind in reading and/or math. These students are required to use the resources weekly to help close learning gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,699

Source(s)

LCFF - Supplemental

ReadLive, MobyMax, and Thinkwell

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>). Teachers meet with students on a regular basis to monitor, mentor, and to provide ongoing support. The Intervention and Title 1 Coordinators will monitor and support targeted students as well.

LCAP 4.3 EACS will provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

No Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

EACS will continue to streamline communication with Title I parents, translate documents as needed, and provide pertinent information during ELAC meetings while encouraging engagement and collaboration. At this time, EACS is below the 15% threshold that requires translations; however, all posts on Beehively can be immediately translated into Spanish. Translated information and updates in other home languages are available to parents/guardians of English Learners upon request.

LCAP Goal 3: We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making for policy and program improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,138

Source(s)

LCFF

Translation Services and Beehively

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Every student in grades K-12 have an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student scoring at an eighth grade or below within the domains of math and ELA. i-Ready lessons are one of the interventions in place for students who are one or more grade levels behind their current grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,000

Source(s)

LCFF

Curriculum Associates - i-Ready

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schoolwide subscriptions are provided to all students as additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies (i.e. Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney Codellusion, National Student ClearingHouse, PearDeck, Virtual Course Training, Starfall, and Tutor.com.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,793

Source(s)

LCFF

Schoolwide Subscriptions

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Research-based English Language Development (ELD) curriculum is provided for English Learner (EL) students. The ELD curriculum addresses the diverse needs of EL students through a flexible approach to learning. EL students in grades K-3 use Imagine Language & Literacy, and students in grades 4-12 use English 3D. EL students are required to complete 150 minutes per week of online ELD curriculum and live instruction with an assigned credentialed teacher. The live sessions are specifically geared to building English language fluency in reading, writing, listening, and speaking. EL students are encouraged to complete the Summative ELPAC practice tests in preparation for testing in the spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,658

Source(s)

LCFF - Supplemental

ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Bilingual Teachers to support families that speak another home language and to provide translation when needed. Bilingual teachers provide increased and improved services for our English Learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

67,213

Source(s)

LCFF

Bilingual Teachers

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All High School Students

Strategy/Activity

Career and Technical Education classes to support high school students in various pathways.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,600

Source(s)

LCFF

Career and Technical Education

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Hotspots, internet service connectivity, and access to Zoom are provided in order to facilitate communication between families and teachers during virtual learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,004

Source(s)

LCFF

Hotspots, Internet Connectivity, and Zoom

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,800

Source(s)

LCFF
Office Supplies and Equipment

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Laptops, webcams, and Doccams are provided for working remotely and providing curriculum instruction and student support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,297

Source(s)

LCFF
Technology Needs for Providing Curriculum and Instructional Student Support

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent training is provided through Parent Summit and educational webinars throughout the school year to ensure that parents have the tools they need to teach their children and access all available school resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified No Cost

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2021-22

During the onset of the Covid-19 pandemic in 2020-21, the Learning Continuity Plan (LCP) strategies and actions that were developed in response to the identified needs of our students and school program as a result of not meeting in person. As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all of our students.

In 2021-22, Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from Fall 2021 to Spring 2022.

LCAP Goal 1: We will improve the academic achievement of ALL students, and specifically our low-income, foster youth, English learner, and students with disabilities through effective instruction, a challenging and engaging curriculum and standards-aligned assessments in language arts and mathematics.

LCP Goal 1, Action 1: Ensuring all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities.

LCP Goal 1, Action 2: Tier III students are provided with subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth.

LCP Goal 1, Action 3: Created small, personalized communities to facilitate monitoring and support.

LCP Goal 1, Action 4: Streamlined communication with Title 1 parents, translating documents as needed, ELAC committee developed.

LCP Goal 1, Action 5: Every student in grades 2-11 has an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. It may be a required intervention for students who are one or more grade levels behind.

LCP Goal 1, Action 6: School-wide subscriptions are provided to all students. This provides additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.

LCP Goal 1, Action 7: Provided research based ELD curriculum designated for diverse language needs for our EL population

LCP Goal 1, Action 8: Bilingual teachers provide increased and improved services for our English learners

LCP Goal 1, Action 9: Implemented Career and Technical Education classes to support high school students in the following pathways: Education, Health Science and Marketing.

LCP Goal 1, Action 10: Provided Hotspots and internet service to any students in need of connectivity in order to facilitate communication

LCP Goal 1, Action 11: Shipped office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.

LCP Goal 1, Action 12: Provided Laptops for working remotely to provide instruction for student support

LCP Goal 1, Action 13: Parent training is provided through a Parent Summit to make sure parents have the tools they need to teach their children and access all available school resources.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. In order to accommodate all students' learning needs, EACS provided technology supports to staff (i.e. computers, webcams, and docams) to provide live instruction and monitoring of student progress. To ensure student access to live instruction and growth monitoring, hotspots and Zoom licenses were made available.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Professional Development

LEA/LCAP Goal

LCAP 1.4: Identify and implement professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development will take place through organizations such as but not limited to CSSA (California Charter School Association), CSDC (Charter School Development Center), SDCOE (San Diego County Office of Education), and APLUS+.

California Standards for the Teaching Profession - Create and execute a reflective process to determine effectiveness of the provided development opportunities. (LI, FY, EL, SWD)

LCAP Goal 3, Action 1: Stakeholder Engagement - We will seek parent input and assess our level of stakeholder engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC, and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents and stakeholders have opportunities for participation and input. EACS will survey staff and stakeholders to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.

LCAP Goal 2, Action 5: Professional development in cultural awareness.

Professional development for all staff - Keenan Safe School Training

LCAP Goal 3, Action 4: Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.

Goal 2

All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-promise students and Tier III population of WIN (What I Need) students.

Identified Need

Identifying research-based strategies and professional development to provide best practices to support and improve the academic success of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
January 6, 2021 - All Staff Professional Development <ul style="list-style-type: none"> Cultural Awareness Training HR - COVID-19 Updates Understanding SPED - Helping Students 	January 6, 2021 - All Staff Professional Development <ul style="list-style-type: none"> Cultural Awareness Training HR - COVID-19 Updates Understanding SPED - Helping Students 	Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our "at-promise" students are provided with evidence based best practices to support them in achieving

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		the challenging state standards.
<p>February 10, 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Compliance and Curriculum • Student Well-Being - Focus on Mental Health • Assessment Update - i-Ready and State Testing 	<p>February 10, 2021 -</p> <ul style="list-style-type: none"> • Compliance and Curriculum • Student Well-Being - Focus on Mental Health • Assessment Update - i-Ready and State Testing 	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>August 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Focus on Live Instruction - ELA and SEL • School Goals • Student Learner Outcomes • HR - COVID-19 Updates • Assessment Update - i-Ready and State Testing • Tech Training 	<p>August 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Focus on Live Instruction - ELA and SEL • School Goals • Student Learner Outcomes • HR - COVID-19 Updates • Assessment Update - i-Ready and State Testing • Tech Training 	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>September 7, 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Intervention Department Update - "What I Need" WIN Program, ELD Curriculum, Resources, and Supports 	<p>September 7, 2021 -</p> <ul style="list-style-type: none"> • Intervention Department Update - "What I Need" WIN Program, ELD Curriculum, Resources, and Supports 	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>August 2, 2022- All Staff Professional Development</p>	<p>August 2, 2022- All Staff Professional Development</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • Building Relationships with Excellence - Focus on Educational Partners • Elements of Excellence - Human Resources • SPED Overview - People and Processes • Compliance Overview and Tech Training • Communication - Website • Assessment Overview for 21/22 • Weekly Communications and Levels of Support - Education Department 	<ul style="list-style-type: none"> • Building Relationships with Excellence - Focus on Educational Partners • Elements of Excellence - Human Resources • SPED Overview - People and Processes • Compliance Overview and Tech Training • Communication - Website • Assessment Overview for 21/22 • Weekly Communications and Levels of Support - Education Department 	<p>professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>Monthly Cabinet Meetings with Administration Monthly Executive Board Meetings</p>	<p>Monthly Cabinet Meetings with Administration Monthly Executive Board Meetings</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>Professional Development By Department - 2022</p> <p>All Staff - Keenan Safe Training</p> <p>Intervention Department MTSS Professional Development Creating A Learning Acceleration Plan through Curriculum Associates</p>	<p>Professional Development By Department - 2022</p> <p>All Staff - Keenan Safe Training</p> <p>Intervention Department MTSS Professional Development Creating A Learning Acceleration Plan through Curriculum Associates</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELD: domain specific, academic discourse, language dives Effective ELA Assessment: Using Data to Improve Outcomes; Facilitated: ImSparked SEL Curriculum training to fellow facilitators</p>	<p>ELD: domain specific, academic discourse, language dives Effective ELA Assessment: Using Data to Improve Outcomes; Facilitated: ImSparked SEL Curriculum training to fellow facilitators</p>	
<p>Counselors - SEL 101: Introduction to Social and Emotional Implementation and Practices for Administrators UC Counselor Conference</p>	<p>Counselors - SEL 101: Introduction to Social and Emotional Implementation and Practices for Administrators UC Counselor Conference</p>	
<p>Administration - ACSA - Every Child Counts Symposium Assessment and Accountability Series - CAASPP, ELPAC, PFT Accelerating Literacy for All Students General Awareness and Unlimited Support in School Culture FRISK APLUS Charter School Conference 2022 CSDS Leadership Conference CCSA Conference Legal Impact - YMC</p>	<p>Administration - ACSA - Every Child Counts Symposium Assessment and Accountability Series - CAASPP, ELPAC, PFT Accelerating Literacy for All Students General Awareness and Unlimited Support in School Culture FRISK APLUS Charter School Conference 2022 CSDS Leadership Conference CCSA Conference Legal Impact - YMC</p>	
<p>SDCOE - Charter Business Network Meetings, Ethnic Studies Course Requirements</p>	<p>SDCOE - Charter Business Network Meetings, Ethnic Studies Course Requirements</p>	
<p>SSC - LCFF 101, Maintenance of Effort Monitoring, LCAP, Attendance Accounting and Instructional Time</p>	<p>SSC - LCFF 101, Maintenance of Effort Monitoring, LCAP, Attendance Accounting and Instructional Time</p>	
<p>IPMA - Coaching and Mentoring for Leaders</p>	<p>IPMA - Coaching and Mentoring for Leaders</p>	
<p>CAG - GATE Webinars</p>	<p>CAG - GATE Webinars</p>	
<p>SPED</p>	<p>SPED</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Special Education Compliance and Best Practices ACSA Every Child Counts Webinar - 10 Most Important Things You Need to Know About IEP Meetings Google Camp Effective Processes - Special Education Administrators: Support Your Team to Develop Legally Defensible IEPs Identifying Students at Risk for reading Difficulties Preventing Reading Difficulties Through Intervention Remediating Reading Difficulties Through Multisensory Reading and Writing Instruction	Special Education Compliance and Best Practices ACSA Every Child Counts Webinar - 10 Most Important Things You Need to Know About IEP Meetings Google Camp Effective Processes - Special Education Administrators: Support Your Team to Develop Legally Defensible IEPs Identifying Students at Risk for reading Difficulties Preventing Reading Difficulties Through Intervention Remediating Reading Difficulties Through Multisensory Reading and Writing Instruction	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Executive Director will work with Administration to survey staff and stakeholders to define relevant staff development opportunities and training related to meeting the needs of Tier III students. Research will be conducted on what training is the most relevant based on data and needs assessments. Prior to the start of school, Teachers of Record received training on tips and tricks within Google, best practices for project and time management, pacing curriculum, and updates on the platform for our ordering system, OPS. In addition, ToRs were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready Benchmarks in math and/or reading. This included updates on how to use and monitor students within i-Ready, MobyMax, and ReadLive: the online programs used to support these struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
No Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

All EACS employees are required to participate in Keenan Safe School Trainings each year. Trainings are related to the specific roles of each employee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

393

LCFF
Safe School Trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Ensuring and supporting the academic success of our at-risk students includes academic and wellness checks through regular one-on-one check-ins with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. The high school counselors and Intervention Coordinator provide academic interventions and social emotional mental health counseling for identified students as needed through in person or virtual meetings, collaboration, shared information, webinars, and community resources. The EACS team attends professional development to learn best practices (referenced under annual Measurable Outcomes).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,262

LCFF

Professional Development

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation and effectiveness of the strategies and activities that were in place exceeded our standards. The ongoing professional development and training focused on all of our students needs and impacted the at promise students greatly. In the spring of 2022, we analyzed the collected internal assessment data and saw an improvement in student achievement with our Tier III population of WIN (What I Need) students. EACS aimed at bringing about instructional change which resulted in improved student achievement. Repeated measure analysis results indicated significant changes in providing effective feedback and encouraging student ownership of learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional professional development opportunities have been identified in the SPSA which will result in a greater allocation of funds for 22-23.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Monitoring and Support of Students

LEA/LCAP Goal

LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students on track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.
 LCAP 4.8 - Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data (if applicable) to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.

Goal 3

Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

Identified Need

Improve the academic achievement of at promise students, including socioeconomically disadvantaged, students as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate: 2021	Graduation Rate: 2021	Graduation Rate: 2022
TBD	93.8%	95%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All High School Students

Strategy/Activity

ToRs monitor their high school students for progress on courses through ongoing communication, course pacing guides, and documentation of standards met. Report cards are given at each semester. Weekly office hours and webinars are provided to all identified students. Students are required to take the i-Ready internal benchmark assessments for ongoing progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Teachers of Record

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School and student data are monitored via SIS to ensure student credit completion is on target for graduation. The data is used to identify when and where interventions should be applied to prevent students from falling off track for graduation. Utilizing this data, the high school and counseling department closely monitors students through monthly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four year plan to ensure credit completion, strategies for graduation, information for accessing career pathways, and SSTs. Through ongoing participation in continued education, professional development and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

37,640

LCFF

School Pathways

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, makes sure that all of the needs of our at-promise population were being met. The Intervention Coordinator, along with the support of the Assistant Director of Intervention, will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney-Vento, Home Language Survey, and other school surveys, we identify the needs of our student population and ensure that our foster youth, English Learners, and low-income students are receiving the support they need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,462

Source(s)

Title I, Part A

Intervention Coordinator

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Intervention Coordinator provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. Evidence-based interventions are implemented that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions. The school's Intervention Coordinator utilizes a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,462

Source(s)

Title I, Part A

Assistant Director of Intervention

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The high school counselor support the growing mental, social, and emotional needs of our students. We significantly increased our services to at-risk students by the addition of a High School Counselor who can provide 1:1 counseling for students in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Mental Health and Social and Emotional Well Being - High School Counselor

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020-21 - During the onset of the Covid-19 pandemic, the Learning Continuity Plan (LCP) strategies and actions that were developed in response to the identified needs of our students and school program as a result of not meeting in person. As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all of our students.

In 2021-22, Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from Fall 2021 to Spring 2022.

LCP Goal 3, Action 1: Progress monitoring, ongoing communication, course pacing guides, documentation of standards met, and office hours for support provided by all ToRs.

LCP Goal 3, Action 2: School and student data are monitored via SIS to ensure student credit completion is on target for graduation.

LCP Goal 3, Action 3: Title 1 Coordinator/Homeless Liaison to focus on making sure that all of the needs of the at-promise population are met.

LCP Goal 3, Action 4: Intervention Coordinator to lead SSTs, support struggling students, and monitor the effectiveness of our intervention program.

LCP Goal 3, Action 5: High School Counselor to support the growing mental, social, and emotional student needs

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,341.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$225,421.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$50,924.00

Subtotal of additional federal funds included for this school: **\$50,924.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$160,140.00
LCFF - Supplemental	\$14,357.00

Subtotal of state or local funds included for this school: **\$174,497.00**

Total of federal, state, and/or local funds for this school: **\$225,421.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCFF	160,140.00
LCFF - Supplemental	14,357.00
Title I, Part A	50,924.00

Expenditures by Budget Reference

Budget Reference	Amount
	29,724.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	155,878.00
	LCFF	4,262.00
	LCFF - Supplemental	14,357.00
	Title I, Part A	25,462.00
	Title I, Part A	25,462.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,202.00
Goal 2	4,655.00

Goal 3

88,564.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 4 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Heidi Gasca	Principal Other School Staff
Jenny Craig	Other School Staff
Tamara Murphy	Other School Staff
Annie Mun	Other School Staff
Forest Muther	Classroom Teacher
Kristen Stawniczy	Classroom Teacher
Theresa Alderson	Classroom Teacher
Laura Lim	Parent or Community Member
Jason Lee	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/6/2020.

Attested:

Principal, Jennifer Craig, Assistant Director on 11/5/2021

SSC Chairperson, Tamara Murphy on 11/5/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excel Academy Charter School - Warner	California	November 3, 2021	December 8, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Excel Academy Charter School's School Plan for Student Achievement (SPSA) is aligned with the Local Control and Accountability Plan and the Learning Continuity and Attendance Plan. Our school plan for student achievement is focused on providing students with academic support to ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Our goals are aligned with our LCAP goals: Goal 1: Increasing Student Academic Achievement; Goal 2: Promote student engagement, high average daily attendance, and a positive school climate; Goal 3: Increase family, community connections and partnerships; Goal 4: Ensure students are on track to graduate.

Due to our large concentration of 397 out of 1256 students (31.6%) Socioeconomically Disadvantaged enrollment, Excel Academy Charter School qualifies for Title I, Part A funds to assist in meeting students' educational goals.

Evaluating the effectiveness of the Title I SWP plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion, monitoring and support from the leadership team, and the Schoolsite Council (SSC).

The LCAP input survey and annual review of the LCAP goals and action steps/services will be monitored annually.

Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/3/2022

SPSA Governing Board Approval: 12/8/2022

Educational Partners Input Survey: 1/2023

Schoolwide Input Survey: 6/2023

Director of Assessment and Accountability and Special Programs Coordinator Weekly Meetings - Consecutive Wednesdays at 11 a.m.

Governing Board SWP Waiver: 12/09/21

LCAP Alignment, Annual Review, Input:

LCAP Governing Board Public Meeting for Input: 6/2023

LCAP Governing Board Public Meeting for Approval: 6/2023

LCAP Budget Overview for Parents: 6/2023

Table of Contents

SPSA Title Page 1

Purpose and Description..... 1

Table of Contents..... 3

Comprehensive Needs Assessment Components 5

 Data Analysis 5

 Surveys 5

 Classroom Observations 5

 Analysis of Current Instructional Program..... 5

Educational Partner Involvement 14

Resource Inequities 15

School and Student Performance Data 16

 Student Enrollment..... 16

 CAASPP Results..... 18

 ELPAC Results 24

 Student Population 29

 Overall Performance 31

 Academic Performance 32

 Academic Engagement 41

 Conditions & Climate..... 43

Goals, Strategies, & Proposed Expenditures..... 44

 Goal 1..... 44

 Goal 2..... 53

 Goal 3..... 60

Budget Summary 65

 Budget Summary 65

 Other Federal, State, and Local Funds 65

Budgeted Funds and Expenditures in this Plan 66

 Funds Budgeted to the School by Funding Source..... 66

 Expenditures by Funding Source 66

 Expenditures by Budget Reference 66

 Expenditures by Budget Reference and Funding Source 66

 Expenditures by Goal..... 66

School Site Council Membership 67

Recommendations and Assurances 68

Instructions..... 69

 Instructions: Linked Table of Contents 69

Purpose and Description70

Educational Partner Involvement70

Resource Inequities70

Goals, Strategies, Expenditures, & Annual Review71

 Annual Review72

 Budget Summary73

 Appendix A: Plan Requirements75

 Appendix B:78

 Appendix C: Select State and Federal Programs80

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Educational Partners LCAP Input Survey was provided in January of 2022 and the Schoolwide Input Survey was completed by parents and stakeholders in June of 2022. The results indicated that 98% of those who completed the survey were highly satisfied with the education students receive at EACS, which includes but is not limited to the vetted and paced curriculum, communication, and the interventions in place. The survey results indicated that the ELD program and "What I Need" (WIN) Intervention program were successful because students and parents felt supported. English Learner (EL) students were provided with the necessary resources and curriculum for English language development, and students needing supplemental academic, foster youth, family hardship, mental health, and social emotional support were provided the necessary resources and guidance by the assigned credentialed Teacher of Record (ToR) and department leads. 97.7% of respondents feel their teacher communicates regularly about meetings, opportunities, and events, and partners to support their student's academic learning and achievement. Areas indicated for improvement were related to the request for additional connection opportunities to increase engagement, continued streamlined communication, and mental health awareness.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Through the use of pacing guides, frequent communication, and monthly virtual meetings for Teachers of Record and home educators, we have been able to ensure our students are well supported. Based on our frequent observations, EACS been able to provide timely resources and intervention, devices and connectivity, additional counseling, food resources, accommodations, student success team meetings, as well as academic interventions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through the use of pacing guides, frequent communication, and monthly virtual meetings for Teachers of Record and home educators, we have been able to ensure our students are well supported. Based on our frequent observations, EACS has been able to provide timely resources and intervention, devices and connectivity, additional counseling, food resources, accommodations, Student Success Team (SST) meetings, as well as academic interventions.

Excel Academy Charter School (EACS) students in grades K-11 take the i-Ready reading and math diagnostic benchmark assessments within the first two weeks of school or upon enrollment to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program called WIN, an acronym for "What I Need." This program is assigned by our Intervention Department based upon data analysis. It requires students to choose an intervention curriculum from our menu of approved options and complete additional personalized lessons each week. Online intervention curriculum options include: Thinkwell Math, ReadLive, MobyMax, i-Ready, and/or tutoring.

Schoolwide subscriptions for additional practice include: Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney CodeIllusion, National Student ClearingHouse, PearDeck, Virtual Course Training, Starfall, and Tutor.com.

Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon policies and procedures (i.e. missed meetings, no contact, less than 70% work completion) receive a Progress Improvement Notification (PIN) from the school which serves to inform them of the needed improvement. The Teacher of Record (ToR) then works with the family in an attempt to resolve the issue and prevent future infringements. If a second PIN is issued, a Student Success Team (SST) or other meeting is held to create a plan of support. If a 3rd PIN is issued, it is sent to the parents by certified mail and an internal evaluation is conducted, at which point the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to get the student back on track before the gap widens. In response to absences, the Executive Director and administrative cabinet work together to review and update relevant policies that are then presented to the Board of Directors for review and approval (i.e. EACS - 6115 Attendance, Progress Improvement Notification (PIN), Involuntary Withdrawal Policy, etc.)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students complete assignments, quizzes, and tests as required through their individualized personal learning plan. EACS student assessments are a combination of core-skills diagnostic and formative assessment, state testing, curriculum-embedded assessment, and collection of student work products. All of these data points are analyzed and used to create individual student learning plans, to inform parents, and to inform reflective program evaluation and continuous improvement. Students who are not on pace are supported through the Multi-tiered Student Support (MTSS) process. SST meetings are conducted to identify barriers in students learning and to put supports in place to support the student's academic success. Teachers of Record and our administrative staff work to support and monitor the progress of all students including those who are not on pace with their individually developed learning plan. The teachers work with the student and families to create assignments which help the student experience success in meeting state standards.

English Learner (EL) students, using the ELD curriculum and live instruction, are monitored to make sure that they are progressing properly and are provided additional assistance as needed. Students are provided online curriculum and weekly live instruction to strengthen reading, writing, listening, and speaking skills.

The staff strives to foster student learning by partnering closely with students and parents. Students who have an Individualized Education Plan (IEP) are provided an annual IEP meeting with the Special Education Team. EACS is committed to serving all students, including those with special needs.

We have MTSS procedures in place to support students who may be struggling, not only academically, but socially and emotionally as well. Teachers refer students to personnel who are trained to identify potentially concerning behavior and refer families to the appropriate local resources to support them.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

EACS recruits and retains highly qualified multiple and single subject teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.

ToRs are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers were previously trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. ToRs received professional development on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS. In addition, ToRs were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready Benchmarks in math and/or reading. This included updates on how to use and monitor online programs used to support struggling students (i.e. i-Ready, Thinkwell Math, MobyMax, and ReadLive, and Starfall).

In addition, teachers and staff are required to participate in SafeSchool Training Modules every year on the following topics: Sexual Harassment Prevention , Active Shooters, School Intruders, Bloodborne Pathogen Exposure Prevention, Mandated Reporter: Child Abuse and Neglect, Medication Administration: Epinephrine Auto-Injectors, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Diversity Awareness: Staff to Student, and Sensitivity Awareness.

In addition, EACS has added specific trainings for the Administrative staff which are specific trainings associated with their department role which includes: Conflict Management: Managing the Angry Parent, Email and Messaging Safety, and Cyberbullying. The SafeSchool Trainings on Child Abuse and Neglect, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Prevention, and Postvention all enable teachers to best meet the needs of our at-risk students.

All teachers have been trained on current school policies related to COVID-19 and the appropriate protocol to follow when students/staff are in-person. Training is attended and delivered by the Human Resource Specialist: SDCOE COVID-19 Guidance 8/26/2021, YMC - "Implementing Masks and Vaccination Requirements, and COVID-19 Safety Protocol 10/22/2021, Personalized Learning and the Future of Education 10/22/2021 - In 2022, continued COVID-19 education is presented by Human Resources as they receive direct instruction from the state.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

EACS exceeds performance goals based on the additional implementation of professional development opportunities that were set in place for the administration, teachers, and staff.

The following are a few of the professional development sessions that have been attended based on assessed student performance and current needs. The learnings from these webinars were then shared out to the staff and/or implemented.

SDCOE Building Engaging and Supportive Virtual Classrooms ; The Needs of Foster and Homeless Youth, and assisting families with acute needs; SDCOE Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training; GoToWebinar - Your Safety Responsibilities - Returning To Work; Back-To-School Planning for the Remote Delivery of Special Education Related Services; Legal Guidance for Addressing Special Education Issues When Resuming Operations During the Pandemic; During Challenging Times

Counselors -

SD School Counselor Reboot

SEL 101: Introduction to Social and Emotional Implementation and Practices for Administrators

UC Counselor Conference

Administration -

ACSA Superintendent and Principal Training

Assessment and Accountability Series

Accelerating Literacy for All Students

General Awareness and Unlimited Support in School Culture

FRISK

APLUS Charter School Conference 2021

CSDS Leadership Conference

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meets performance goals

Our Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, attends training hosted by SDCOE, as well as community and state organizations. This information is shared with the staff in professional development and staff meetings, and in individual conversations to address the needs of our students. Proactive mental health support will be provided for all students covered under McKinney-Vento. Additionally, teachers receive several trainings through the year specific to analyzing EL and other supplemental curriculum progress.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

EACS exceeds performance goals based on the additional implementation of opportunities to provide effective collaboration for all teachers.

Teacher collaboration occurs during All Staff Professional Development meetings that occur throughout the school year, in addition to school retreats to discuss curriculum, instruction, and assessments. During monthly Regional Meetings, teachers collaborate to review school governance, curriculum, instruction, assessment, and school climate. Eagle Insight is comprised of nominated teachers and the administrative team to collaborate on important topics and aspects of instruction and learning. The information discussed and decided is shared with the staff during professional development training and/or monthly highlights with the Executive Director. The Education Department, High School Department, Intervention Department, and Assessment Department engage in department meetings and offer weekly office hours for teachers to ask questions, share insight, and seek input on student progress.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goals

All curriculum used by EACS are research based, vetted, and chosen to personalize the experience of reaching performance standards for our students. The diagnostic results from i-Ready are used to determine student progress, growth, and to identify gaps in student achievement. Support through ELD curriculum, intervention, or acceleration are then implemented.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goals

EACS closely monitors student attendance and pace of completion to evaluate student academic progress and achievement. Home educators are given the required amount of instructional minutes. Students who are off pace are supported through the MTSS process. Due to the important role of the parent, EACS teachers and administration effectively and efficiently follow up with students who are not making adequate progress each Learning Period so that the student can get them back on track. Home educators who fail to follow agreed upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the assigned Teacher of Record (ToR) and parent to attempt to resolve the issue. If a second PIN is issued, a Student Success Team (SST) or other meeting is held to create a plan of support. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goals

Each student has a flexible personalized learning plan that is developed collaboratively between the ToR, home educator, and student. Required minutes may be met through a flexible schedule that works best for the individual student. ToRs work with all stakeholders, including the student, to set goals, select a high school path, and create a graduation plan. SST meetings are conducted to troubleshoot barriers in students reaching expectations. All students not making sufficient progress are required to participate in a supplemental intervention tailored to address their specific needs. The interventions in place are closely monitored by the assigned ToR as well as the Intervention Department.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets performance goals

Numerous standards aligned and research based curricula are provided to all EACS students in order to best meet students' unique needs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goals

EACS utilized curricula that are standards aligned and accessible to accommodate their unique needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Exceeds performance goals based on the live instruction that was coupled with the resources and interventions provided to students performing one plus grade levels below the current grade level.

Intervention curricula has been carefully researched and chosen based on the data pulled from the i-Ready benchmark diagnostic assessments. To ensure equal educational access, ToRs and intervention support staff identify the need for additional instruction in the core subject areas based on reviewing the score reports and assessment data to identify the students who are one year or more behind grade level. These identified students are placed into the WIN intervention program. There are several options depending on what skill areas within the identified subject and domains need to be sharpened for that student. A student who enters the WIN program must complete 75 minutes in that supplemental curriculum each week in order to meet grade level standards.

EACS takes great pride in establishing programs that are geared to meeting the needs of all individual students. Credentialed teachers will be working with students virtually to provide weekly engagement in academic learning lessons that will focus on specific areas of need (i.e SEL and ELA instruction). Other activities that are implemented and necessary to maintain continuity of services include EL engagement in weekly virtual lessons, weekly interventions in reading, writing, and mathematics, direct instruction in core subjects, and special education services. Weekly intervention classes will target students who have fallen into tier 2 (one grade level below current grade level) and tier 3 (two plus grade levels below current grade level) in English Language Arts (ELA) based on the i-Ready diagnostic internal benchmark assessment data. In addition, weekly classes for English Learner students who are emerging, expanding, and building English proficiency proficiency in reading, writing, listening, and speaking will participate in live lessons.

Evidence-based educational practices to raise student achievement

Meets performance goals

Through a collaborative effort, Excel Academy's Executive Director, Directors, Assistant Director, Principal, Department Leads, Coordinators, and ToRs share best practices which home educators are then able to utilize for positive results with their students. Accessing the Multi-Tiered System of Support (MTSS), CDE MTSS, and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provide guidance in identifying interventions that would support low socioeconomic, foster youth, and English Learners. With the addition of a Guidance Counselor and Title I Coordinator, our quality of monitoring and supporting students has increased by growth of services provided to our student groups. As a result, we expect to see continued improvement in student engagement, course completion, attendance, student achievement, and an increase in our graduation rate.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goals

Since the parent is the primary educator, the majority of EACS students are not participating in distance learning. All students have access to books, workbooks, other curriculum materials, and the majority of students are receiving direct instruction from the parent at home. There are some students who choose to learn from an online teacher or use recorded lessons as part of their curriculum, but the parent is still involved in their education on an ongoing basis. In addition, the i-Ready diagnostic provides results on how the student is currently performing in math and English language arts. Any students who score one year below grade level are monitored more carefully by the teacher and held accountable to complete additional lessons each week. Information is regularly communicated to families through Beehively. Within Beehively, all information can be translated instantly into Spanish. All other languages can be translated as needed and upon request. In addition, our Administrative staff, including our Assistant Director of Intervention, Title I Coordinator, and counselors, are able to provide families with assistance to community resources, technology support, or mental health resources to best accommodate our at-risk populations. Due to the important role of the parent, we are quick to follow up with students who are not making adequate progress each Learning Period. The assigned ToR works diligently with the student and parent providing necessary resources, guidance, and supports to get the student back on track. Students/Parents who fail to follow agreed upon guidelines (i.e. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, a SST meeting is held with the Intervention Coordinator and/or Title 1 Coordinator, the parent, and the ToR. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal. With this procedure and policy in place, any learning loss is quickly identified and addressed to reengage the student and get the student back on track before the gap widens.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goals

EACS seeks parent input and assesses our level of stakeholder engagement through participation in surveys, parent meetings, and participation in teacher and parent meetings (i.e. Student Council, Parent Advisory Council, English Language Advisory Committee, School Board)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Meets performance goals

Our Title I Coordinator monitors data, engages, and provides support for all at-promise students (i.e. low-income, tier II, tier III, EL, homeless, foster).

Our Intervention Coordinator monitors data, engages, and provides support for all at-promise students (i.e. low-income, tier II, tier III, EL, homeless, foster).

Fiscal support (EPC)

Title I, Part A

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's Title I status and Title I policies: SSC Meeting 9/8/2022

Support with the alignment of the Title I plan, the LCAP was provided by the LCAP Coordinator Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/3/2022

Governing Board Meeting to present the SPSA: 12/8/2022

English Learner Advisory Council (ELAC) Meeting: 11/2/2022

Parent Advisory Committee (PAC) Meeting: 11/1/2022

Title I Parent and School Compact Board approved: Adopted 5/14/2020, updated 6/17/2021, reviewed 11/18/2021

Family and Parent Engagement Policy approved: Adopted 5/14/2020 and revised 11/18/2021

To ensure parents have the opportunity to provide input, communication of the following meetings is shared through a variety of platforms, such as the school website, school social media, Beehively, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, computer, or technology device.

In addition, all stakeholders are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), School Site Council (SSC), and Parent Advisory Council (PAC) meetings. Invitations are sent through the Teacher of Record, Beehively, and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the Board Governance heading.

EACS collected parent survey feedback to assess family needs and address them. In addition, we created an easily accessible form on our website where families can request support. Through Beehively all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. An English Learning Advisory Committee (ELAC) meeting was held on November 2, 2022, and a Schoolsite Council meeting was held on November 3, 2022. The plan was discussed, and upcoming boarding meetings were announced at both meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

To ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, we frequently review and respond based on available data.

Ongoing communication between teachers, parents, and students ensure that the department leads and administrative team are aware of specific student academic, social-emotional, and mental health needs. Students are provided with the necessary interventions, supports, and wrap around services and resources based on individual needs.

The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the CEO then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.13%	2.6%	3.11%	22	31	39
Asian	10.55%	12.3%	14.81%	109	146	186
Filipino	1.65%	1.4%	1.83%	17	17	23
Hispanic/Latino	23.14%	24.4%	25.72%	239	289	323
Pacific Islander	0.29%	0.1%	0.16%	3	1	2
White	48.98%	46.4%	42.28%	506	551	531
Multiple/No Response	11.42%	10.6%	9.32%	118	126	117
	Total Enrollment			1,033	1,187	1256

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	119	120	172
Grade 1	90	116	102
Grade 2	104	110	123
Grade3	84	125	124
Grade 4	81	109	126
Grade 5	95	94	102
Grade 6	94	94	103
Grade 7	103	111	91
Grade 8	89	102	110
Grade 9	53	57	65
Grade 10	45	59	48
Grade 11	40	47	50
Grade 12	36	43	40
Total Enrollment	1,033	1,187	1,256

Conclusions based on this data:

1. EACS will continue to focus on enrollment and retention.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	33	38	37	3.2%	3.20%	2.9%
Fluent English Proficient (FEP)	43	54	98	4.2%	4.50%	7.8%
Reclassified Fluent English Proficient (RFEP)	0	3		0.0%	0.30%	

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		115	116		0	110		0	110		0.0	94.8
Grade 4		104	114		0	110		0	110		0.0	96.5
Grade 5		88	89		0	85		0	85		0.0	95.5
Grade 6		89	97		0	89		0	89		0.0	91.8
Grade 7		105	94		0	93		0	93		0.0	98.9
Grade 8		99	105		0	101		0	101		0.0	96.2
Grade 11		45	48		0	48		0	48		0.0	100.0
All Grades		645	663		0	636		0	636		0.0	95.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2451.			33.64			28.18			18.18			20.00
Grade 4			2501.			39.09			22.73			20.91			17.27
Grade 5			2538.			27.06			41.18			21.18			10.59
Grade 6			2567.			29.21			38.20			24.72			7.87
Grade 7			2596.			25.81			37.63			29.03			7.53
Grade 8			2623.			37.62			34.65			18.81			8.91
Grade 11			2624.			31.25			39.58			14.58			14.58
All Grades	N/A	N/A	N/A			32.39			33.65			21.38			12.58

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			25.45			59.09			15.45
Grade 4			37.27			57.27			5.45
Grade 5			30.59			67.06			2.35
Grade 6			35.96			55.06			8.99
Grade 7			33.33			56.99			9.68
Grade 8			39.60			51.49			8.91
Grade 11			45.83			41.67			12.50
All Grades			34.59			56.45			8.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			20.91			60.00			19.09
Grade 4			20.91			60.91			18.18
Grade 5			24.71			60.00			15.29
Grade 6			24.72			60.67			14.61
Grade 7			31.18			54.84			13.98
Grade 8			35.64			51.49			12.87
Grade 11			33.33			47.92			18.75
All Grades			26.73			57.23			16.04

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			21.82			63.64			14.55
Grade 4			16.36			77.27			6.36
Grade 5			18.82			77.65			3.53
Grade 6			23.60			71.91			4.49
Grade 7			21.51			77.42			1.08
Grade 8			25.74			72.28			1.98
Grade 11			22.92			75.00			2.08
All Grades			21.38			73.27			5.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			30.91			48.18			20.91
Grade 4			23.64			65.45			10.91
Grade 5			21.18			71.76			7.06
Grade 6			22.47			68.54			8.99
Grade 7			25.81			63.44			10.75
Grade 8			31.68			62.38			5.94
Grade 11			20.83			58.33			20.83
All Grades			25.79			62.42			11.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was no CAASPP testing in 2019-20; therefore, there are no CAASPP student achievement reports.
2. EACS works diligently to ensure that we meet the participation requirement set by the state. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		115	116		0	109		0	109		0.0	94.0
Grade 4		104	114		0	110		0	110		0.0	96.5
Grade 5		88	89		0	85		0	85		0.0	95.5
Grade 6		89	97		0	90		0	90		0.0	92.8
Grade 7		105	94		0	93		0	93		0.0	98.9
Grade 8		99	105		0	101		0	101		0.0	96.2
Grade 11		45	48		0	48		0	48		0.0	100.0
All Grades		645	663		0	636		0	636		0.0	95.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2456.			33.94			28.44			15.60			22.02
Grade 4			2485.			21.82			30.00			28.18			20.00
Grade 5			2528.			25.88			24.71			34.12			15.29
Grade 6			2557.			31.11			20.00			26.67			22.22
Grade 7			2591.			33.33			24.73			30.11			11.83
Grade 8			2615.			39.60			18.81			21.78			19.80
Grade 11			2581.			10.42			27.08			25.00			37.50
All Grades	N/A	N/A	N/A			29.40			24.84			25.63			20.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			36.70			40.37			22.94
Grade 4			22.73			56.36			20.91
Grade 5			23.53			57.65			18.82
Grade 6			30.00			43.33			26.67
Grade 7			34.41			54.84			10.75
Grade 8			40.59			44.55			14.85
Grade 11			16.67			52.08			31.25
All Grades			30.35			49.53			20.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			44.04			35.78			20.18
Grade 4			29.09			46.36			24.55
Grade 5			25.88			57.65			16.47
Grade 6			30.00			53.33			16.67
Grade 7			27.96			59.14			12.90
Grade 8			39.60			48.51			11.88
Grade 11			18.75			56.25			25.00
All Grades			32.08			50.00			17.92

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			26.61			57.80			15.60
Grade 4			23.64			51.82			24.55
Grade 5			20.00			67.06			12.94
Grade 6			31.11			53.33			15.56
Grade 7			25.81			66.67			7.53
Grade 8			30.69			55.45			13.86
Grade 11			10.42			70.83			18.75
All Grades			25.16			59.28			15.57

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		8	10
1		*	*		*	*		*	*		6	*
2		*	*		*	*		*	*		4	5
3		*	*		*	*		*	*		5	*
4		*	*		*	*		*	*		6	*
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades											41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		43.90	45.16		36.59	32.26		17.07	16.13		2.44	6.45		41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		58.54	64.52		29.27	19.35		12.20	9.68		0.00	6.45		41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		29.27	29.03		34.15	29.03		29.27	35.48		7.32	6.45		41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		56.10	48.39		41.46	48.39		2.44	3.23		41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		60.98	67.74		36.59	25.81		2.44	6.45		41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		34.15	25.81		48.78	51.61		17.07	22.58		41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		41.46	41.94		51.22	54.84		7.32	3.23		41	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1187	32.3	3.2	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	3.2
Foster Youth	3	0.3
Homeless	4	0.3
Socioeconomically Disadvantaged	383	32.3
Students with Disabilities	124	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	2.6
American Indian or Alaska Native		
Asian	146	12.3
Filipino	17	1.4
Hispanic	289	24.3
Two or More Races	126	10.6
Native Hawaiian or Pacific Islander	1	0.1
White	551	46.4

Conclusions based on this data:

1. EACS continues to focus on attendance, retention, and providing instruction that is equitable for all students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. There is no CA Dashboard information due to no CAASPP testing in 2019-20; therefore there is no dashboard student performance data.
2. In 2022, EACS students participated in the CAASPP/SBAC assessments and the state will populate the data.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

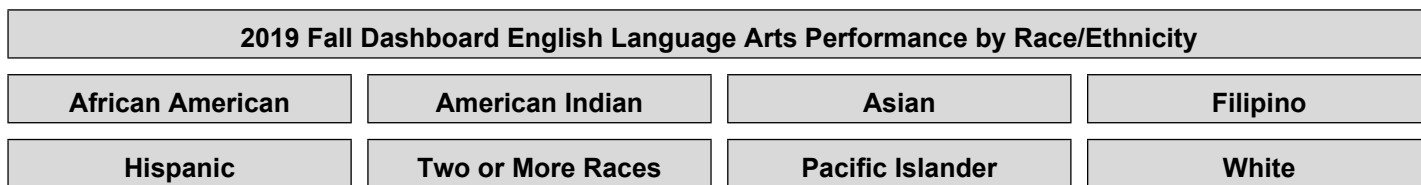
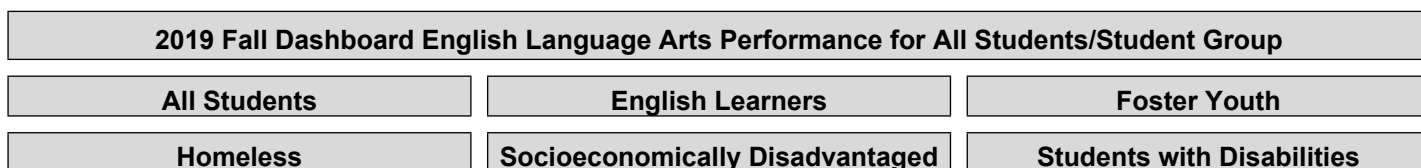
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

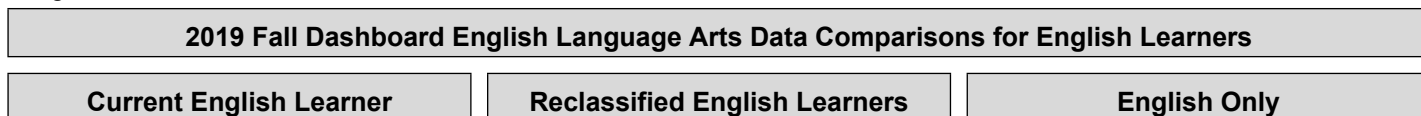
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

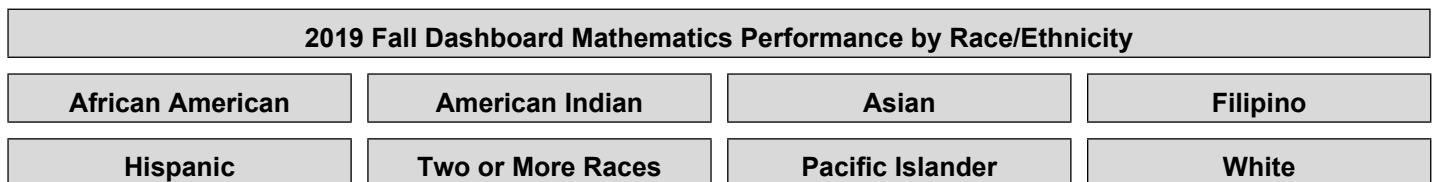
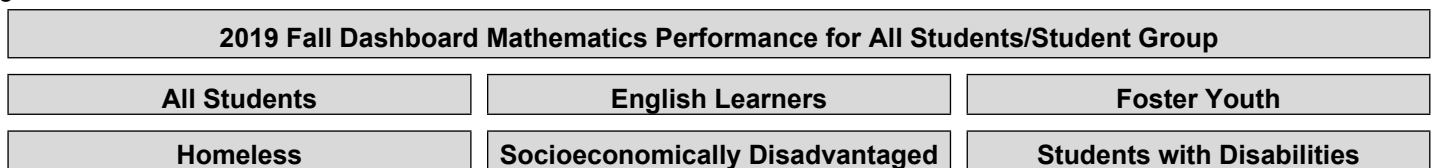
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
--------------------------	--	-------------------------	------------------------------------

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	44	100
African American	1	2.3
American Indian or Alaska Native		
Asian		
Filipino	1	2.3
Hispanic	9	20.5
Native Hawaiian or Pacific Islander		
White	19	43.2
Two or More Races	13	29.5
English Learners	1	2.3
Socioeconomically Disadvantaged	22	50
Students with Disabilities	6	13.6
Foster Youth		
Homeless	1	2.3

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	10	22.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	4	21.1
Two or More Races	4	30.8
English Learners		
Socioeconomically Disadvantaged	6	27.3
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	8	18.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	4	21.1
Two or More Races	3	23.1
English Learners		
Socioeconomically Disadvantaged	4	18.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

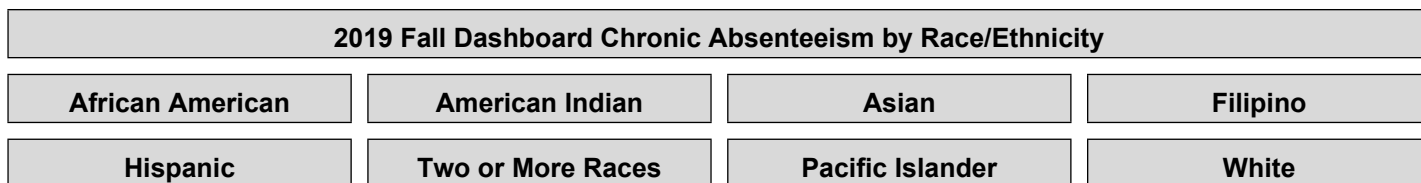
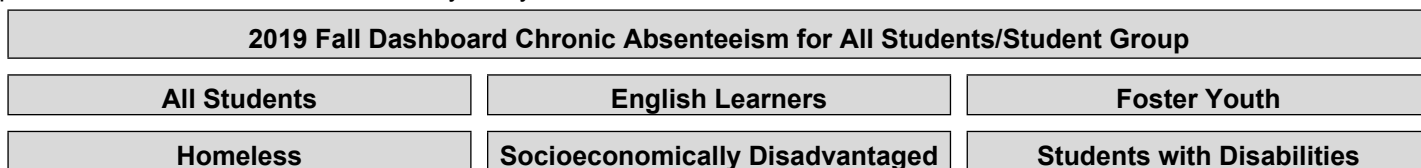
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	44	40	2	90.9
English Learners	1		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	22	20	2	90.9
Students with Disabilities	6		1	
African American	1		0	
American Indian or Alaska Native				
Asian				
Filipino	1		0	
Hispanic	9		0	
Native Hawaiian or Pacific Islander				
White	19	18	1	94.7
Two or More Races	13	11	1	84.6

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017

2018

2019

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP Goal 1: We will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 1

EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

Identified Need

Improve the academic achievement of socioeconomically disadvantaged students as measured by the California Schools Dashboard and i-Ready by providing intensive and individualized monitoring of low-income and WIN (What I Need) student achievement by the Intervention Department, data analysis by the Director of Assessment and Accountability, and counseling services from the counselor that provides services for low-income and WIN students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Students (Tier III) ELA Tier III: Decrease the percentage of students in Tier III ELA.	Title 1 Students (Tier III) - 2+ grade levels below ELA Tier III: 12.1% of students currently in Tier III ELA (Based on Fall 2022 i-Ready data) (2% less students are currently in Tier III compared to the Fall 2021 i-Ready data)	Title 1 Students (Tier III) - 2+ grade levels below ELA Tier III: 2% of Tier III students will move into Tier II or I ELA
Title 1 Students (Tier III) Math Tier III: Decrease the percentage of students in Tier III Math.	Title 1 Students (Tier III) - 2+ grade levels below Math Tier III: 15.6% of students currently in Tier III Math (Based on Fall 2022 i-Ready data)	Title 1 Students (Tier III) - 2+ grade levels below Math Tier III: 2% of Tier III students will move into Tier II or I Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(6% less students are currently in Tier III compared to the Fall 2021 i-Ready data)	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

LCAP 4.4: Ensure all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. All students will have access to practice assessments, virtual test prep training provided by assigned credentialed teachers, and grade level pencil paper practice packets in math and ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	No Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Tier III students are provided with academic subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. ReadLive, MobyMax, and Thinkwell are among the subscriptions that are offered to students who score one or more grade levels behind in reading and/or math. These students are required to use the resources weekly to help close learning gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,230

Source(s)

LCFF - Supplemental

ReadLive, MobyMax, and Tales2Go

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>). Teachers meet with students on a regular basis to monitor, mentor, and to provide ongoing support. The Intervention and Title 1 Coordinators will monitor and support targeted students as well.

LCAP 4.3 EACS will provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

No Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities.

Strategy/Activity

EACS will continue to streamline communication with Title I parents, translate documents as needed, and provide pertinent information during ELAC meetings while encouraging engagement and collaboration. At this time, EACS is below the 15% threshold that requires translations; however, all posts on Beehively can be immediately translated into Spanish. Translated information and updates in other home languages are available to parents/guardians of English Learners upon request.

LCAP Goal 3: We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making for policy and program improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,992	LCFF Translation Services and Beehively

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Every student in grades K-12 have an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student scoring at an eighth grade or below within the domains of math and ELA. i-Ready lessons are one of the interventions in place for students who are one or more grade levels behind their current grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,000	LCFF i-Ready

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schoolwide subscriptions are provided to all students as additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies (i.e. Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney Codellusion, National Student ClearingHouse, PearDeck, Virtual Course Training, Starfall, and Tutor.com.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,186

Source(s)

LCFF

Schoolwide Subscriptions

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Research-based English Language Development (ELD) curriculum is provided for English Learner (EL) students. The ELD curriculum addresses the diverse needs of EL students through a flexible approach to learning. EL students in grades K-3 use Imagine Language & Literacy, and students in grades 4-12 use English 3D. EL students are required to complete 150 minutes per week of online ELD curriculum and live instruction with an assigned credentialed teacher. The live sessions are specifically geared to building English language fluency in reading, writing, listening, and speaking. EL students are encouraged to complete the Summative ELPAC practice tests in preparation for testing in the spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

27,201

Source(s)

LCFF - Supplemental

ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Bilingual Teachers to support families that speak another home language and to provide translation when needed. Bilingual teachers provide increased and improved services for our English Learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

156,830

Source(s)

LCFF
Bilingual Teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All High School Students

Strategy/Activity

Career and Technical Education classes to support high school students in various pathways.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,400

Source(s)

LCFF
Career and Technical Education

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Hotspots, internet service connectivity, and access to Zoom are provided in order to facilitate communication between families and teachers during virtual learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,340

Source(s)

LCFF
Hotspots, Internet Connectivity, and Zoom

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,200

Source(s)

LCFF

Office Supplies and Equipment

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Laptops, webcams, and Doccams are provided for working remotely and providing curriculum instruction and student support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

52,024

Source(s)

LCFF

Technology Needs for Providing Curriculum and Instructional Student Support

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent training is provided through Parent Summit and educational webinars throughout the school year to ensure that parents have the tools they need to teach their children and access all available school resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	No Cost

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020-21 - During the onset of the Covid-19 pandemic, the Learning Continuity Plan (LCP) strategies and actions that were developed in response to the identified needs of our students and school program as a result of not meeting in person. As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all of our students. Based on the i-Ready collected data, we saw growth in our students in both ELA and math from Fall 2020 to Spring 2021.

In 2021-22, Excel Academy was successful in meeting the needs of all students. Based on the iReady collected data, we saw significant growth in our students in both ELA and math from Fall 2021 to Spring 2022.

LCAP Goal 1: We will improve the academic achievement of ALL students, and specifically our low-income, foster youth, English learner, and students with disabilities through effective instruction, a challenging and engaging curriculum and standards-aligned assessments in language arts and mathematics.

LCP Goal 1, Action 1: Ensuring all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities.

LCP Goal 1, Action 2: Tier III students are provided with subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth.

LCP Goal 1, Action 3: Created small, personalized communities to facilitate monitoring and support.

LCP Goal 1, Action 4: Streamlined communication with Title 1 parents, translating documents as needed, ELAC committee developed.

LCP Goal 1, Action 5: Every student in grades 2-11 has an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. It may be a required intervention for students who are one or more grade levels behind.

LCP Goal 1, Action 6: School-wide subscriptions are provided to all students. This provides additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.

LCP Goal 1, Action 7: Provided research based ELD curriculum designated for diverse language needs for our EL population
LCP Goal 1, Action 8: Bilingual teachers provide increased and improved services for our English learners
LCP Goal 1, Action 9: Implemented Career and Technical Education classes to support high school students in the following pathways: Education, Health Science and Marketing.
LCP Goal 1, Action 10: Provided Hotspots and internet service to any students in need of connectivity in order to facilitate communication
LCP Goal 1, Action 11: Shipped office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.
LCP Goal 1, Action 12: Provided Laptops for working remotely to provide instruction for student support
LCP Goal 1, Action 13: Parent training is provided through a Parent Summit to make sure parents have the tools they need to teach their children and access all available school resources.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. In order to accommodate all students' learning needs, EACS provided technology supports to staff (i.e. computers, webcams, and docams) to provide live instruction and monitoring of student progress. To ensure student access to live instruction and growth monitoring, hotspots and Zoom licenses were made available.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Professional Development

LEA/LCAP Goal

LCAP 1.4: Identify and implement professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development will take place through organizations such as but not limited to CSSA (California Charter School Association), CSDC (Charter School Development Center), SDCOE (San Diego County Office of Education), and APLUS+.

California Standards for the Teaching Profession - Create and execute a reflective process to determine effectiveness of the provided development opportunities. (LI, FY, EL, SWD)

LCAP Goal 3, Action 1: Stakeholder Engagement - We will seek parent input and assess our level of stakeholder engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC, and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents and stakeholders have opportunities for participation and input. EACS will survey staff and stakeholders to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.

LCAP Goal 2, Action 5: Professional development in cultural awareness.

Professional development for all staff - Keenan Safe School Training

LCAP Goal 3, Action 4: Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.

Goal 2

All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-risk students and Tier III population of WIN (What I Need) students.

Identified Need

Identifying research-based strategies and professional development to provide best practices to support and improve the academic success of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
January 6, 2021 - All Staff Professional Development <ul style="list-style-type: none"> Cultural Awareness Training HR - COVID-19 Updates Understanding SPED - Helping Students 	January 6, 2021 - All Staff Professional Development <ul style="list-style-type: none"> Cultural Awareness Training HR - COVID-19 Updates Understanding SPED - Helping Students 	
February 10, 2021 - All Staff Professional Development	February 10, 2021 - All Staff Professional Development	Based on the metrics/indicators listed and used as our baseline, our expected

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • Compliance and Curriculum • Student Well-Being - Focus on Mental Health • Assessment Update - i-Ready and State Testing 	<ul style="list-style-type: none"> • Compliance and Curriculum • Student Well-Being - Focus on Mental Health • Assessment Update - i-Ready and State Testing 	<p>professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>August 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Focus on Live Instruction - ELA and SEL • School Goals • Student Learner Outcomes • HR - COVID-19 Updates • Assessment Update - i-Ready and State Testing • Tech Training 	<p>August 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Focus on Live Instruction - ELA and SEL • School Goals • Student Learner Outcomes • HR - COVID-19 Updates • Assessment Update - i-Ready and State Testing • Tech Training 	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>September 7, 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Intervention Department Update - "What I Need" WIN Program, ELD Curriculum, Resources, and Supports 	<p>September 7, 2021 - All Staff Professional Development</p> <ul style="list-style-type: none"> • Intervention Department Update - "What I Need" WIN Program, ELD Curriculum, Resources, and Supports 	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>August 2, 2022- All Staff Professional Development</p> <ul style="list-style-type: none"> • Building Relationships with Excellence - Focus on Educational Partners 	<p>August 2, 2022- All Staff Professional Development</p> <ul style="list-style-type: none"> • Building Relationships with Excellence - Focus on Educational Partners 	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • Elements of Excellence - Human Resources • SPED Overview - People and Processes • Compliance Overview and Tech Training • Communication - Website • Assessment Overview for 21/22 • Weekly Communications and Levels of Support - Education Department 	<ul style="list-style-type: none"> • Elements of Excellence - Human Resources • SPED Overview - People and Processes • Compliance Overview and Tech Training • Communication - Website • Assessment Overview for 21/22 • Weekly Communications and Levels of Support - Education Department 	<p>ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>Monthly Cabinet Meetings with Administration Monthly Executive Board Meetings</p>	<p>Monthly Cabinet Meetings with Administration Monthly Executive Board Meetings</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>Professional Development By Department - 2022</p> <p>All Staff - Keenan Safe Training</p> <p>Intervention Department MTSS Professional Development Creating A Learning Acceleration Plan through Curriculum Associates ELD: domain specific, academic discourse, language dives Effective ELA Assessment: Using Data to Improve Outcomes; Facilitated:</p>	<p>Professional Development By Department - 2022</p> <p>All Staff - Keenan Safe Training</p> <p>Intervention Department MTSS Professional Development Creating A Learning Acceleration Plan through Curriculum Associates ELD: domain specific, academic discourse, language dives Effective ELA Assessment: Using Data to Improve Outcomes; Facilitated:</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ImSparked SEL Curriculum training to fellow facilitators</p> <p>Counselors - SEL 101: Introduction to Social and Emotional Implementation and Practices for Administrators UC Counselor Conference</p> <p>Administration - ACSA - Every Child Counts Symposium Assessment and Accountability Series - CAASPP, ELPAC, PFT Accelerating Literacy for All Students General Awareness and Unlimited Support in School Culture FRISK APLUS Charter School Conference 2022 CSDS Leadership Conference CCSA Conference Legal Impact - YMC</p> <p>SDCOE - Charter Business Network Meetings, Ethnic Studies Course Requirements</p> <p>SSC - LCFF 101, Maintenance of Effort Monitoring, LCAP, Attendance Accounting and Instructional Time</p> <p>IPMA - Coaching and Mentoring for Leaders</p> <p>CAG - GATE Webinars</p> <p>SPED Special Education Compliance and Best Practices ACSA Every Child Counts Webinar - 10 Most Important Things You Need to Know About IEP Meetings Google Camp</p>	<p>ImSparked SEL Curriculum training to fellow facilitators</p> <p>Counselors - SEL 101: Introduction to Social and Emotional Implementation and Practices for Administrators UC Counselor Conference</p> <p>Administration - ACSA - Every Child Counts Symposium Assessment and Accountability Series - CAASPP, ELPAC, PFT Accelerating Literacy for All Students General Awareness and Unlimited Support in School Culture FRISK APLUS Charter School Conference 2022 CSDS Leadership Conference CCSA Conference Legal Impact - YMC</p> <p>SDCOE - Charter Business Network Meetings, Ethnic Studies Course Requirements</p> <p>SSC - LCFF 101, Maintenance of Effort Monitoring, LCAP, Attendance Accounting and Instructional Time</p> <p>IPMA - Coaching and Mentoring for Leaders</p> <p>CAG - GATE Webinars</p> <p>SPED Special Education Compliance and Best Practices ACSA Every Child Counts Webinar - 10 Most Important Things You Need to Know About IEP Meetings Google Camp</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Effective Processes - Special Education Administrators: Support Your Team to Develop Legally Defensible IEPs Identifying Students at Risk for reading Difficulties Preventing Reading Difficulties Through Intervention Remediating Reading Difficulties Through Multisensory Reading and Writing Instruction	Effective Processes - Special Education Administrators: Support Your Team to Develop Legally Defensible IEPs Identifying Students at Risk for reading Difficulties Preventing Reading Difficulties Through Intervention Remediating Reading Difficulties Through Multisensory Reading and Writing Instruction	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Executive Director will work with Administration to survey staff and stakeholders to define relevant staff development opportunities and training related to meeting the needs of Tier III students. Research will be conducted on what training is the most relevant based on data and needs assessments. Prior to the start of school, Teachers of Record received training on tips and tricks within Google, best practices for project and time management, pacing curriculum, and updates on the platform for our ordering system, OPS. In addition, ToRs were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready Benchmarks in math and/or reading. This included updates on how to use and monitor students within i-Ready, MobyMax, and ReadLive: the online programs used to support these struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	No Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

All EACS employees are required to participate in Keenan Safe School Trainings each year. Trainings are related to the specific roles of each employee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

917

Source(s)

LCFF
Safe School Trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

Ensuring and supporting the academic success of our at-promise students includes academic and wellness checks through regular one-on-one checks-ins with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. The high school counselors and Intervention Coordinator provide academic interventions and social emotional mental health counseling for identified students as needed through in person or virtual meetings, collaboration, shared information, webinars, and community resources. The EACS team attends professional development to learn best practices (referenced under annual Measurable Outcomes).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,942

Source(s)

LCFF
Professional Development

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation and effectiveness of the strategies and activities that were in place exceeded our standards. The ongoing professional development and training focused on all of our students needs and impacted the at promise students greatly. In the spring of 2022, we analyzed the collected internal assessment data and saw an improvement in student achievement with our Tier III population of WIN (What I Need) students. EACS aimed at bringing about instructional change which resulted in improved student achievement. Repeated measure analysis results indicated significant changes in providing effective feedback and encouraging student ownership of learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional professional development opportunities have been identified in the SPSA which will result in a greater allocation of funds for 22-23.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Monitoring and Support of Students

LEA/LCAP Goal

LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students on track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.
 LCAP 4.8 - Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data (if applicable) to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.

Goal 3

Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

Identified Need

Improve the academic achievement of at promise students, including socioeconomically disadvantaged, students as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate: 2021:	Graduation Rate: 2021:	Graduation Rate: 2022:
TBD	90.5%	95%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All High School Students

Strategy/Activity

ToRs monitor their high school students for progress on courses through ongoing communication, course pacing guides, and documentation of standards met. Report cards are given at each semester. Weekly office hours and webinars are provided to all identified students. Students are required to take the i-Ready internal benchmark assessments for ongoing progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
Teachers of Record

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School and student data are monitored via SIS to ensure student credit completion is on target for graduation. The data is used to identify when and where interventions should be applied to prevent students from falling off track for graduation. Utilizing this data, the high school and counseling department closely monitors students through monthly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four year plan to ensure credit completion, strategies for graduation, information for accessing career pathways, and SSTs. Through ongoing participation in continued education, professional development and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

75,231

Source(s)

LCFF
School Pathways

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, makes sure that all of the needs of our at-risk population were being met. The Intervention Coordinator, along with the support of the Assistant Director of Intervention, will specifically monitor at-risk students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney-Vento, Home Language Survey, and other school surveys, we

identify the needs of our student population and ensure that our foster youth, English Learners, and low-income students are receiving the support they need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

59,410

Source(s)

Title I, Part A

Title I Coordinator

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

The Intervention Coordinator provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. Evidence-based interventions are implemented that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions. The school's Intervention Coordinator utilizes a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

59,410

Source(s)

Title I, Part A

Intervention Coordinator

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities

Strategy/Activity

High school counselor to support the growing mental, social, and emotional needs of our students. We significantly increased our services to at-risk students by the addition of a High School Counselor who can provide 1:1 counseling for students in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

None Specified
Mental Health and Social and Emotional Well Being - High School Counselor

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020-21 - During the onset of the Covid-19 pandemic, the Learning Continuity Plan (LCP) strategies and actions that were developed in response to the identified needs of our students and school program as a result of not meeting in person. As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all of our students.

In 2021-22, Excel Academy was successful in meeting the needs of all students. Based on the iReady collected data, we saw significant growth in our students in both ELA and math from Fall 2021 to Spring 2022.

LCP Goal 3, Action 1: Progress monitoring, ongoing communication, course pacing guides, documentation of standards met, and office hours for support provided by all ToRs.

LCP Goal 3, Action 2: School and student data are monitored via SIS to ensure student credit completion is on target for graduation.

LCP Goal 3, Action 3: Title 1 Coordinator/Homeless Liaison to focus on making sure that all of the needs of the at-promise population are met.

LCP Goal 3, Action 4: Intervention Coordinator to lead SSTs, support struggling students, and monitor the effectiveness of our intervention program.

LCP Goal 3, Action 5: High School Counselor to support the growing mental, social, and emotional student needs

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$116,883
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$513,313.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$118,820.00

Subtotal of additional federal funds included for this school: **\$118,820.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$361,062.00
LCFF - Supplemental	\$33,431.00

Subtotal of state or local funds included for this school: **\$394,493.00**

Total of federal, state, and/or local funds for this school: **\$513,313.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCFF	361,062.00
LCFF - Supplemental	33,431.00
Title I, Part A	118,820.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	361,062.00
	LCFF - Supplemental	33,431.00
	Title I, Part A	118,820.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	308,403.00
Goal 2	10,859.00
Goal 3	194,051.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 4 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Heidi Gasca	Principal Other School Staff
Jenny Craig	Other School Staff
Tamara Murphy	Other School Staff
Annie Mun	Other School Staff
Lori Levine	Classroom Teacher
Amy Hitzler	Classroom Teacher
Maribel Galan	Classroom Teacher
Batchimeg Hocking	Parent or Community Member
Tehzeeb Afraz	Parent or Community Member
Angie Duffy	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/6/2020.

Attested:

Principal, Jennifer Craig, Assistant Director on 11/5/2021

SSC Chairperson, Tamara Murphy on 11/5/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA)



Fall 2022

Powered by BoardOnTrack

$$\sqrt{\frac{3}{4}} = (a^2)$$



SPSA

Presented to and approved
by the SSC 11/3/22



Purpose

To create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards



How

EACS analyzes stakeholder involvement, school and student performance data, goals, strategies, and proposed expenditures to ensure that the information is in line to the LCAP





Comprehensive Needs Assessment Components:

- ★ *Data Analysis*
- ★ *Surveys*
- ★ *Classroom Observations*
- ★ *Analysis of Current Instructional Programs*
- ★ *Assessment and Accountability*
- ★ *Teacher Staffing*
- ★ *Stakeholder Engagement*
- ★ *Resource Inequities*
- ★ *Staffing and Professional Development*

EACS meets or exceeds the performance goals within each of the components that drive an effective educational program for all students.

Annual Measurable Outcomes - Using i-Ready

Goal 1 - Tied to LCAP Goal 1

EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success.



i-Ready - ELA

Based on the Fall 2022 data - Year over year comparison



Outcome

2% less students are currently in Tier III compared to the Fall 2021 i-Ready data



i-Ready - Math

Based on the Fall 2022 data - Year over year comparison



Outcome

6% less students are currently in Tier III compared to the Fall 2021 i-Ready data

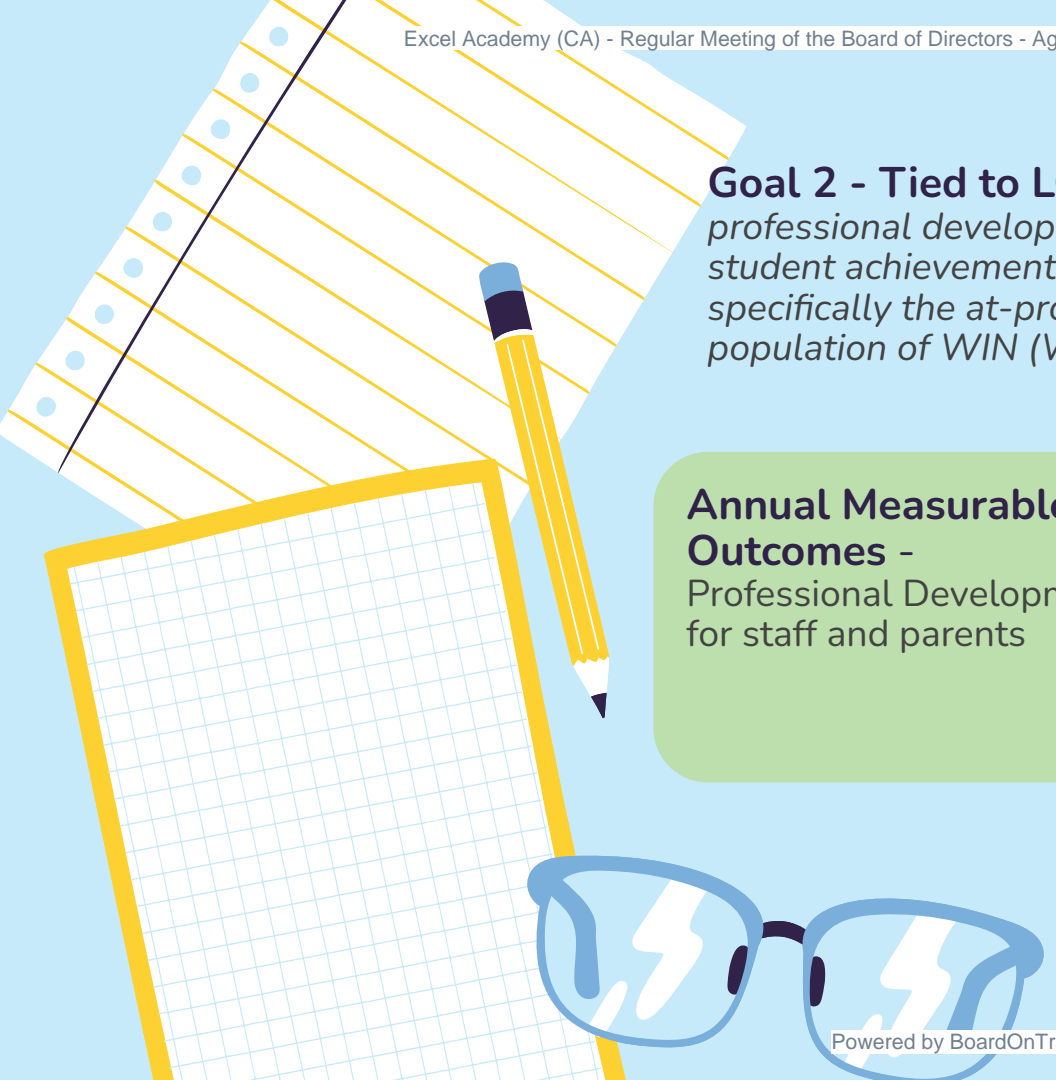
Goal 1 Strategies & Activities

- ★ CAASPP preparation
- ★ i-Ready diagnostic assessments
- ★ Academic subscriptions
- ★ Continual Support

Outcome

In 2021-22, Excel Academy was successful in meeting the needs of all students.





Goal 2 - Tied to LCAP Goals 1, 2, and 3 - *All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-promise students and Tier III population of WIN (What I Need) students.*

Annual Measurable Outcomes -
Professional Development for staff and parents

Strategies and Activities - Focus on professional development trainings for staff to ensure progress and stability for parents

Goal 3 - Tied to LCAP Goal 4 - *Improve the academic achievement of at promise students, including socioeconomically disadvantaged, students as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.*

Strategies and Activities - ToRs monitor their high school students for progress on courses through:

1. ongoing communication
 2. course pacing guides
 3. documentation of standards met
 4. four year plans, credit completion
 5. strategies for graduation
 6. access to career pathways
 7. SST referrals
 8. report cards, weekly office hours, and webinars
- ★ Counselors provide social emotional support and 1:1 counseling.
 - ★ The Intervention Department monitors student progress and identifies learning gaps that require intervention.



Thank you!

Coversheet

Approval of Panorama Education Service

Section: XIV. Education/Services
Item: B. Approval of Panorama Education Service
Purpose: Vote
Submitted by:
Related Material: Excel Academy Charter School_Panorama Partnership_11.22.22.pdf

BACKGROUND:

Background:

Panorama is an education technology company that provides a platform and related support services to enable schools to analyze student and school data, measure social-emotional learning, and design and implement programs for students, staff and parents. With this platform, Excel Academy will be able to utilize research-based surveys to check in on the mental and emotional health of students throughout the year and determine when intervention supports are needed.

PANORAMA EDUCATION - SERVICE ORDER



Primary Contact Information			
Client		Panorama Education, Inc. ("Panorama")	
<i>Client Legal Name ("Client")</i>	Excel Academy Charter School	<i>Company Name</i>	Panorama Education, Inc.
<i>Primary Contact, Title</i>	Lara Ulmer, Director of Special Education	<i>Primary Contact, Title</i>	Ben Friedman, Outreach
<i>Billing / Payment Address</i>	1 Technology Drive I-811	<i>Billing Address</i>	24 School St. Fourth Floor
<i>City / State / Zip</i>	Irvine, CA 92618	<i>City / State / Zip</i>	Boston, MA 02108
<i>Primary Contact Email Address</i>	lulmer@excelacademy.education	<i>Email</i>	bfriedmani@panoramaed.com
<i>Primary Contact Phone Number</i>	(562) 362-1196	<i>Phone</i>	781-746-7161
<i>Accounts Payable Contact</i>			
<i>Accounts Payable Email Address</i>			
<i>Accounts Payable Phone Number</i>			
<i>Purchase Order Required?</i>	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>]		

(1) Description of Services and (2) Fees

Description of Services	Fees		
<p>Annual Licenses: All licenses include access to Platform and Support (as defined in the Terms and Conditions): Survey administration, analysis and reporting.</p> <ul style="list-style-type: none"> Dashboards and reporting for teachers, student support staff, school administrators, and district administrators Ongoing Project Management and Technical support through the length of the contract <p>Student Climate Surveys & SEL: Platform License</p> <ul style="list-style-type: none"> Student Surveys <p>Interventions & Progress Monitoring</p> <ul style="list-style-type: none"> Intervention tracking Roster integration with School Pathways SIS 	Effective Date:	1/30/2023	
	Contract Term: <i>(From Effective Date)</i>	<u> 1 </u> Contract Years	
	Annual License Fee:	\$8,000 / year	
	Subtotal License Fee Over Contract Term:	\$ 8,000	

PANORAMA EDUCATION - SERVICE ORDER



<p>Check-ins</p> <ul style="list-style-type: none"> • Check-in surveys and reporting • Roster integration with School Pathways SIS 		
<p><u>Services:</u></p> <p>Foundations Package Includes one virtual workshop from Panorama's core offerings menu. Virtual workshops are group learning experiences, ideally for fewer than 50 participants. While in sessions, participants engage in hands-on learning and discussion to build knowledge and skills that support professional practice. Larger sessions can be supported as interactive webinars, and additional facilitators can be added for breakout rooms or chat moderation.</p> <p>Virtual Workshop (Core Offering) Includes a consultative planning session with a professional learning specialist and up to 2 hours of virtual facilitation for groups <50 (Larger sessions can be supported as interactive webinars, and additional facilitators can be added for breakout rooms or chat moderation at an additional cost).</p>	<p><i>Professional Development:</i> \$8,000 / year</p> <p><i>Additional Services:</i> \$2,250 / year</p> <p><i>n/a</i></p> <p>Subtotal Services Fees Over Contract Term: \$2,250</p>	
	<p>Annual Total: <i>(Invoiced on Effective Date)</i></p> <p>Total Over Contract Term:</p>	<p>\$10,250 / year</p> <p>\$10,250</p>
<p>(3) Agreement</p>		
<p>The entire agreement by and between Client and Panorama ("<u>Agreement</u>") consists of (i) the terms set forth in this Service Order ("<u>SO</u>") and (ii) the terms attached as Exhibit A to, and hereby incorporated by reference into, this SO ("<u>Terms</u>").</p>		
<p>(4) Supplemental Terms and Conditions (if any)</p>		
<p>Authorization</p>		
<p>By signing below, Client and Panorama ACCEPT AND AGREE TO the Agreement as of the Effective Date.</p>		
<p>Client Signature:</p>	<p>Print Name, Title:</p>	<p>Date:</p>
<p>Panorama Signature:</p>	<p>Print Name, Title:</p>	<p>Date:</p>

PANORAMA EDUCATION - SERVICE ORDER



--	--	--

Exhibit A

Terms

BACKGROUND

Panorama is an education technology company that provides a cloud-based platform-as-a-service and related support services to enable schools and school districts to analyze student and school data, measure social-emotional learning, and design and implement survey programs for students, staff and parents or authorized guardians ("Platform"). The client named on the Service Order attached hereto ("Client") and Panorama have entered into an agreement consisting of the attached Service Order, including any exhibits attached thereto, ("SO"), these terms ("Terms" and collectively with the SO, "Agreement"). From time to time hereafter, Client and Panorama may enter into additional service orders pursuant to which Client may purchase additional rights to use the Platform and receive additional services, provided that these Terms will be incorporated by reference into and apply to each such additional service order to create a separate agreement that governs each such additional service order, in each case to the exclusion of any other terms or conditions that either party seeks to impose or incorporate or that are implied by course of dealing.

1 RIGHT TO USE PLATFORM

1.1 Platform. Subject to this Agreement, Panorama hereby grants Client (including Client's students, employees, and parents and authorized guardians of Client's students, all as applicable and described in the relevant SO, ("Authorized Users")), the limited, nonexclusive, nontransferable, non-sublicenseable right to access and use the Platform via the Internet during the Term solely for Client's use, in accordance with applicable laws and regulations and the Platform's intended uses as communicated to Client by Panorama.

1.2 Limitations. Except as expressly permitted in the Agreement, Client will not and will not authorize or allow any third party to: (a) provide access to the Platform to any person who is not an Authorized User or (b) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the Platform; (c) modify, translate or create derivative works based on the Platform; (d) copy, rent, lease, distribute, pledge, assign or otherwise transfer or allow any lien, security interest or other encumbrance on the Platform; (e) use the Platform for timesharing or service bureau purposes or otherwise for the benefit of a third party; (f) hack, manipulate, interfere with or disrupt the integrity or performance of or otherwise attempt to gain unauthorized access to the Platform or its related systems, hardware or networks or any content or technology incorporated in any of the foregoing; or (g) remove or obscure any proprietary notices or labels of Panorama or its suppliers on the Platform or on any printed or digital materials provided by Panorama.

1.3 Compliance with Laws. Panorama is responsible for compliance with federal, state local laws and regulations to the extent they govern Panorama's activities, including providing the

Platform to Client. Client is responsible for compliance with federal, state and local laws and regulations to the extent they govern Client's activities, including but not limited to the use by Client of the Platform to collect, record, retain, use and disclose any individual's information. Without limiting the foregoing, each party is responsible for determining its own obligations, including but not limited to notice and consent obligations, under the Family Educational Right to Privacy Act and its implementing regulations ("FERPA") and the Protection of Pupil Rights Act and its implementing regulations ("PPRA"). The parties agree that they intend for the collection and use of personally identifiable information (as defined under FERPA) for only legitimate educational purposes and other purposes allowed under relevant laws, including but not limited to FERPA and PPRA. Client hereby gives its consent to Panorama on behalf of parents (as defined under FERPA, PPRA and the Children's Online Privacy Protection Act ("COPPA")) of children from whom any personal information (as defined under COPPA) may be gathered in connection with this Agreement and the Platform. Panorama shall not be obligated to obtain consents from parents directly.

2 INTELLECTUAL PROPERTY; PRIVACY; SECURITY

2.1 Client Data. As between Client and Panorama, Client owns data input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users, that constitutes personally identifiable information (as defined under FERPA), such as student survey responses reported on an individual level, ("Client PII") and (b) any other data and content input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users or on their behalf, such as survey questions, ("Non-PII" and together with PII "Client Data"). Client hereby grants Panorama a nonexclusive, worldwide, royalty-free, fully paid up, sublicenseable (through multiple tiers): (i) right and license during the Term to copy, distribute, display, create derivative works of and use Client Data to perform Panorama's obligations under this Agreement; (ii) perpetual, irrevocable right and license to copy, modify and use Client PII to create aggregated, non-personally identifiable data sets ("Blind Data") and copy, distribute, display, create derivative works of and use Blind Data for benchmarking, research or development purposes, including published research; and (iii) perpetual, irrevocable right and license to copy, distribute, display, create derivative works of and use Non-PII, for any and all purposes, in any form, media or manner. Client reserves any and all right, title and interest in and to Client Data other than the licenses therein expressly granted to Panorama under this Agreement.

2.2 Panorama Intellectual Property. Panorama retains all right, title and interest in and to the Platform, including but not limited to learning content, teaching materials, survey questions, underlying research and methodologies (by whomever produced except to the extent Client produced such material), all copies and parts of any of the foregoing, and all

Exhibit A

Terms

intellectual property rights therein. Panorama grants no, and reserves any and all, rights other than the rights expressly granted to Client under this Agreement with respect to the Platform.

2.3 Client Feedback. Client may from time to time provide suggestions, comments for enhancements or functionality or other feedback ("Feedback") to Panorama with respect to the Platform. Panorama has full discretion to determine whether to proceed with development of the requested enhancements, features or functionality. Client hereby grants Panorama a royalty-free, fully paid-up, worldwide, transferable, sublicenseable, irrevocable, perpetual license to: (a) copy, distribute, transmit, display, perform, and create derivative works of the Feedback in whole or in part; and (b) use the Feedback in whole or in part, including without limitation, the right to develop, manufacture, have manufactured, market, promote, sell, have sold, offer for sale, have offered for sale, import, have imported, rent, provide and lease products or services that practice or embody, or are configured for use in practicing, the Feedback in whole or in part.

2.4 Panorama Privacy Policy. Panorama's Privacy Statement, as may be amended from time to time, is available at <https://www.panoramaed.com/privacy>.

2.5 Data Security and Privacy.

1. (a) Panorama will implement and maintain an information security program that is consistent with industry recognized practices, which include using commercially reasonable administrative, physical and technical safeguards designed to protect the Platform from unauthorized access that could compromise the security, confidentiality or integrity of Client PII. Panorama shall: (i) use reasonable efforts to secure physical premises where Client PII will be processed and/or stored and (ii) take reasonable precautions with respect to the employment of, access given to, and education and training of personnel engaged by Panorama to perform its obligations under this Agreement.

2. (b) Client will and will instruct its Authorized Users to: (i) use the Platform to collect, record, retain, use and disclose personally identifiable information only to the extent necessary for its legitimate educational purposes; (ii) otherwise provide Panorama with personally identifiable information only to the extent necessary for Panorama to provide the Platform and perform its obligations under the Agreement; (iii) input personally identifiable information into the Platform only as prescribed by Panorama and only in the fields designated by Panorama ("Structured Fields"); (iv) use reasonable efforts to prevent unauthorized access to or use of the Platform; and (v) notify Panorama promptly of any known or suspected unauthorized access or use. Client will assist Panorama in all efforts to investigate and mitigate the effects of any such incident.

3. (c) If during the Term or upon termination of this Agreement Client requests in writing, Panorama will delete

or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards.

4. (d) Panorama shall not be responsible for any personally identifiable information input into the Platform in a manner not prescribed by Panorama or in a field that is not a Structured Field.

3 FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. Unless otherwise indicated on the SO, Client will pay all fees within thirty (30) days of the invoice date. If payment of any fee is not made when due and payable, a late fee will accrue at the rate of the lesser of one and one-half percent (1.5%) per month or the highest legal rate permitted by law and Client will pay all reasonable expenses of collection. In addition, if any past due payment has not been received by Panorama within thirty (30) days from the time such payment is due, Panorama may upon written notice to Client suspend access to the Platform until such payment is made.

3.2 Taxes; Tax Exemption. All amounts payable by Client to Panorama hereunder are exclusive of any sales, use and other taxes or duties, however designated, including without limitation, withholding taxes, royalties, know-how payments, customs, privilege, excise, sales, use, value-added and property taxes (collectively "Taxes"). To the extent applicable, Client will be solely responsible for payment of all Taxes and will not withhold any Taxes from any amounts due Panorama. For the avoidance of doubt, Taxes do not include taxes based on Panorama's income. Client is responsible for determining whether it qualifies for any tax exemption, and if Client claims it is tax-exempt, it will, upon request from Panorama, provide documentation evidencing its tax-exempt status.

4 TERM, TERMINATION

4.1 Term. The term of the Agreement will commence on the Effective Date and, unless earlier terminated in accordance with this Section 4, will continue through the date set forth on the SO ("Term").

4.2 Expiration; Termination. In addition to any other remedies it may have, either party may terminate the Agreement prior to expiration if the other party breaches any part of the Agreement and fails to cure such breach within thirty (30) days after receiving notice thereof. Upon expiration or any termination for any reason of the Agreement: (a) Client will pay in full for use of the Platform up to and including the last day on which the Platform is provided; (b) Panorama may, without notice to Client, delete or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards; and (c) all rights granted to Client and all obligations of Panorama will immediately terminate and Client will promptly cease use of the Platform.

Exhibit A

Terms

4.3 Survival. Upon expiration or termination for any reason of the Agreement, Sections 2 (Intellectual Property; Privacy; Security), 3 (Fees; Payment Terms), 4.2 (Termination; Effect of Termination), 4.3 (Survival), 5 (Confidentiality), 6.2 (Disclaimer), 7 (Limitations of Liability; Indemnification), and 8 (General) will survive.

5 CONFIDENTIALITY

5.1 As used herein, "Confidential Information" means, subject to the exceptions set forth in the following sentence, any information or data that is not Client PII, regardless of whether it is in tangible form, disclosed by either party ("Disclosing Party") that Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party ("Receiving Party"); provided, however, that a Disclosing Party's business plans, strategies, technology, research and development, current and prospective clients and customers, billing records, and products or services will be deemed Confidential Information of Disclosing Party even if not so marked or identified. Panorama's Confidential Information includes, without limitation, the Platform and this Agreement. Information will not be deemed Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; (b) becomes known (independently of disclosure by Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party. Each party acknowledges that certain Confidential Information may constitute valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of the Agreement, in whole or in part (i) to its employees, officers, directors, professional advisers (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisers, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written

notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law). Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in the Agreement. Upon Disclosing Party's written request, Receiving Party will either promptly return to Disclosing Party Disclosing Party's Confidential Information, and all embodiments thereof, that is in Receiving Party's possession and certify such return or use reasonable efforts to delete or otherwise render inaccessible such Confidential Information and certify the same.

6 REPRESENTATIONS, WARRANTIES AND DISCLAIMER

6.1 Representations and Warranties. Each party represents and warrants to the other party that (a) such party has the required power and authority to enter into this Agreement and to perform its obligations hereunder, (b) the execution of this Agreement and performance of its obligations thereunder do not and will not violate any other agreement to which it is a party or any law or regulation applicable to it, and (c) this Agreement constitutes a legal, valid and binding obligation when signed by both parties. Client further represents and warrants that it has the right to provide Client Data to Panorama as well as the licenses and rights therein and thereto for the purposes contemplated by this Agreement.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PLATFORM IS PROVIDED ON AN "AS-IS" BASIS AND PANORAMA DISCLAIMS ANY AND ALL WARRANTIES. EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY MAKES ANY ADDITIONAL REPRESENTATION OR WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED (EITHER IN FACT OR BY OPERATION OF LAW), OR STATUTORY, AS TO ANY MATTER WHATSOEVER. ALL OTHER EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS AND WARRANTIES ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW. EACH PARTY EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. NEITHER PARTY WARRANTS AGAINST INTERFERENCE WITH THE ENJOYMENT OF THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY OR AGAINST INFRINGEMENT. NEITHER PARTY WARRANTS THAT THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY ARE ERROR-FREE OR THAT OPERATION OF SUCH PARTY'S PRODUCTS OR SERVICES WILL BE SECURE OR UNINTERRUPTED. NEITHER PARTY WILL HAVE THE RIGHT TO

Exhibit A

Terms

MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF THE OTHER PARTY TO ANY THIRD PARTY.

7 LIMITATIONS OF LIABILITY; INDEMNIFICATION

7.1 Disclaimer of Consequential Damages. THE PARTIES HERETO AGREE THAT, NOTWITHSTANDING ANY OTHER PROVISION IN THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, RELIANCE, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, LOST OR DAMAGED DATA, LOST PROFITS OR LOST REVENUE, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EVEN IF A PARTY HAS BEEN NOTIFIED OF THE POSSIBILITY THEREOF.

7.2 General Cap on Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, UNDER NO CIRCUMSTANCES WILL EITHER PARTY'S LIABILITY FOR ALL CLAIMS ARISING UNDER OR RELATING TO THIS AGREEMENT (INCLUDING BUT NOT LIMITED TO WARRANTY CLAIMS), REGARDLESS OF THE FORUM AND REGARDLESS OF WHETHER ANY ACTION OR CLAIM IS BASED ON CONTRACT, TORT, OR OTHERWISE, EXCEED THE AGGREGATE FEES PAID BY CLIENT TO PANORAMA UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT OR CIRCUMSTANCES GIVING RISE TO SUCH LIABILITY. THIS LIMITATION OF LIABILITY IS CUMULATIVE AND NOT PER INCIDENT.

7.3 Independent Allocations of Risk. EACH PROVISION OF THIS AGREEMENT THAT PROVIDES FOR A LIMITATION OF LIABILITY, DISCLAIMER OF WARRANTIES, OR EXCLUSION OF DAMAGES IS TO ALLOCATE THE RISKS OF THIS AGREEMENT BETWEEN THE PARTIES. EACH OF THESE PROVISIONS IS SEVERABLE AND INDEPENDENT OF ALL OTHER PROVISIONS OF THIS AGREEMENT, AND EACH OF THESE PROVISIONS WILL APPLY EVEN IF THEY HAVE FAILED OF THEIR ESSENTIAL PURPOSE.

7.4 Indemnification by Panorama. Except for liability for which Client is responsible under Section 7.5, Panorama will indemnify, defend and hold Client and the officers, directors, agents, and employees of Client ("Client Indemnified Parties") harmless from settlement amounts and damages, liabilities, penalties, costs and expenses ("Liabilities") that are payable to

any third party or incurred by the Client Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation that the use of the Platform in accordance with the terms and conditions of this Agreement infringes such third party's copyright or results in a misappropriation of such third party's trade secrets. Panorama will have no liability or obligation under this Section 7.4 if such Liability is caused in whole or in part by (a) modification of the Platform by any party other than Panorama without Panorama's express consent; (b) the combination, operation, or use of the Platform with other product(s), data or services not provided by Panorama where the Platform would not by itself be infringing; or (c) unauthorized or improper use of the Platform. If the use of the Platform by Client has become, or in Panorama's opinion is likely to become, the subject of any claim of infringement, Panorama may at its option and expense (i) procure for Client the right to continue using the Platform as set forth hereunder; (ii) replace or modify the Platform to make it non-infringing so long as the Platform has at least equivalent functionality; (iii) substitute an equivalent for the Platform or (iv) if options (i)-(iii) are not available on commercially reasonable terms, terminate the Agreement. This Section 7.4 states Panorama's entire obligation and Client's sole remedies in connection with any claim regarding the intellectual property rights of any third party.

7.5 Indemnification by Client. Client will indemnify, defend and hold Panorama and the officers, directors, agents, and employees of Panorama ("Panorama Indemnified Parties") harmless from Liabilities that are payable to any third party or incurred by the Panorama Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation arising from or related to any use by Client or Authorized Users of the Platform or Client Data in violation of the Agreement or any applicable federal, state or local law or regulation.

7.6 Indemnification Procedure. If a Client Indemnified Party or a Panorama Indemnified Party (each, an "Indemnified Party") becomes aware of any matter it believes it should be indemnified under Section 7.4 or Section 7.5, as applicable, involving any claim, action, suit, investigation, arbitration or other proceeding against the Indemnified Party by any third party (each an "Action"), the Indemnified Party will give the other party ("Indemnifying Party") prompt written notice of such Action. Indemnified Party will cooperate, at the expense of Indemnifying Party, with Indemnifying Party and its counsel in the defense and Indemnified Party will have the right to participate fully, at its own expense, in the defense of such Action with counsel of its own choosing. Any compromise or settlement of an Action will require the prior written consent of both parties hereunder, such consent not to be unreasonably withheld or delayed.

8 GENERAL

8.1 International. Client may not remove or export from, or use from outside, the United States or allow the export or re-

Exhibit A

Terms

export of the Platform or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority.

8.2 Relationship. No agency, partnership, joint venture, or employment is created as a result of the Agreement and a party does not have any authority of any kind to bind the other party in any respect whatsoever.

8.3 Publicity. Each party agrees that it will not, without prior written consent of the other, issue a press release regarding their business relationship. Notwithstanding anything herein to the contrary, Panorama may identify Client and the relationship between Panorama and Client in Panorama's marketing collateral, website, and other promotional, proposal and marketing materials.

8.4 Assignment. Neither party may assign the Agreement by operation of law or otherwise or assign or delegate its rights or obligations under the Agreement without the other party's prior written consent; provided however, that either party may assign the Agreement to an acquirer of or successor to all or substantially all of its business or assets to which the Agreement relates, whether by merger, sale of assets, sale of stock, reorganization or otherwise. Any assignment or attempted assignment by either party otherwise than in accordance with this Section 8 will be null and void.

8.5 Equitable Relief. In any action or proceeding to enforce rights under the Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. Client acknowledges that any unauthorized use of the Platform will cause irreparable harm and injury to Panorama for which there is no adequate remedy at law. In addition to all other remedies available under the Agreement, at law or in equity, Client further agrees that Panorama will be entitled to injunctive relief in the event Client uses the Platform in violation of the limited license granted herein or uses the Platform in any way not expressly permitted by the Agreement.

8.6 Force Majeure. Each party will be excused from performance for any period during which, and to the extent that, it is prevented from performing any obligation or service, in whole or in part, as a result of a cause beyond its reasonable control and without its fault or negligence, including, but not limited to, acts of God, acts of war, epidemics, fire, communication line failures, power failures, earthquakes, floods, blizzard, or other natural disasters (but excluding failure caused by a party's financial condition or any internal labor problems (including strikes, lockouts, work stoppages or slowdowns, or the threat thereof)) ("Force Majeure Event"). Delays in performing obligations due to a Force Majeure Event will automatically extend the deadline for performing such obligations for a period equal to the duration of such Force Majeure Event. Except as otherwise agreed upon by the parties in writing, in the event such non-performance continues for a period of thirty (30) days or more, either party may terminate the Agreement by giving written notice thereof to the other

party. Upon the occurrence of any Force Majeure Event, the affected party will give the other party written notice thereof as soon as reasonably practicable of its failure of performance, describing the cause and effect of such failure, and the anticipated duration of its inability to perform.

8.7 Governance. This Agreement will be governed by the laws of the Commonwealth of Massachusetts without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in Boston, Massachusetts and waives any jurisdictional, venue, or inconvenient forum objections to such courts.

8.8 Agreement. Both parties agree that the Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of the Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. If any provision of the Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that the Agreement will otherwise remain in full force and effect and enforceable. Any additional or different terms proposed by Client, including those contained in Client's procurement order, acceptance, vendor portal or website, shall not be valid or have any effect unless expressly incorporated into the SO and agreed upon in writing by Panorama. Neither Panorama's acceptance of Client's procurement order nor its failure to object elsewhere to any provisions of any subsequent document, website, communication or act of Client shall be deemed acceptance thereof or a waiver of any of the terms in these Terms. If any term of the SO, including any exhibit attached thereto, expressly conflicts with a term of these Terms, the term of the SO (or if applicable the exhibit) shall prevail. If terms within the SO, including any exhibit attached thereto, and these Terms appear merely inconsistent or ambiguous, all such terms shall be given effect to the extent reasonably possible, with a term that is more specific and detailed on a certain matter prevailing over a more general term or silence on that matter. Silence in the SO, or in any exhibit attached thereto, or in these Terms, on a matter that is addressed elsewhere in the Agreement shall not be deemed to present an express conflict, inconsistency or ambiguity.

8.9 Notices. All notices under the Agreement will be in writing and sent to the recipient's address set forth in the SO and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or email; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested.

5.