



Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on February 3, 2023 at 7:10 PM PST

Date and Time

Thursday February 9, 2023 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: 839 8437 5400

Join URL: <https://us06web.zoom.us/j/83984375400>

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. Pledge of Allegiance			10:02 AM
A. Led by Board President or designee.		William Hall	1 m
III. Board Governance			10:03 AM
A. Approval of Resolution No. 2023-2-9 Recognizing a State of Emergency and Re- Authorizing Teleconferenced Meetings Pursuant to AB 361	Vote	William Hall	3 m

It is recommended the Board approve Resolution No. 2023-2-09 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

	Purpose	Presenter	Time
<p>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.</p>			

Roll Call Vote:

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

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

<p>B. Review Plan for In-Person Meetings of the Board</p>	<p>Discuss</p>	<p>Kevin Davis</p>	<p>10 m</p>
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No action is required. This is an informational-only item to present the plan for board meetings and participation by teleconference due to the end of the COVID state of emergency and return to in-person meetings starting March 1, 2023.

IV. Approve/Adopt Agenda 10:16 AM

<p>A. Agenda</p>	<p>Vote</p>	<p>William Hall</p>	<p>1 m</p>
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It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of February 9, 2023.

Roll Call Vote:

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

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

V. Approve Minutes 10:17 AM

<p>A. Minutes of the Regular Board Meeting held on January 12, 2023</p>	<p>Approve Minutes</p>	<p>William Hall</p>	<p>1 m</p>
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Roll Call Vote:

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

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

Purpose Presenter Time

VI. 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.

VII. Correspondence/Proposals/Reports **10:18 AM**

A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO	Discuss	Heidi Gasca	5 m
B. Student Showcase - Cast Members from Excel Academy's Theater Program	Discuss		10 m
C. Western Association of Schools and Colleges (WASC) Update - Presented by Heidi Gasca, Executive Director/CEO	Discuss	Heidi Gasca	5 m
D. State Budget Overview - Presented by Joe Sorrera, Director of Business Services	Discuss	Joe Sorrera	8 m
E. 2023-2024 Board Meeting Calendar - First Reading - Presented by Heidi Gasca, Executive Director/CEO	Discuss	Heidi Gasca	5 m

VIII. Consent **10:51 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 - January 2023
2. Ratification of Charter Schools Development Center (CSDC) Membership Renewal
3. Approval of Document Tracking Services (DTS) Licensing Agreement Renewal

B. Consent - Education Student/Services

- | | Purpose | Presenter | Time |
|---|---------|-----------|------|
| 1. Approval of Excel Academy Behavioral Improvement Plan Template | | | |
| 2. Approval of 2021-22 School Accountability Report Card (SARC) Final | | | |
| 3. Approval of Comprehensive School Safety Plan Revisions | | | |

C. Consent - Personnel Services

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

- | | | | |
|--|------|--------------|-----|
| D. Consent items listed under A through C 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 _____

IX. Business/Financial Services

10:52 AM

- | | | | |
|---|------|-------------|-----|
| A. Approval of Independent Contractor Services Agreement for Special Education | Vote | Heidi Gasca | 5 m |
|---|------|-------------|-----|

It is recommended the Board approve the Independent Contractor Services Agreement for Special Education for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: \$150/hour, not to exceed \$6,000

Warner (#2053): \$3,960

Helendale (#2073): \$2,040

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

X. Calendar

The next scheduled meeting will be held virtually on March 9, 2023. A Study Session will be held prior to the Regular Board Meeting.

	Purpose	Presenter	Time
XI. Comments			10:57 AM
A. Board Comments			5 m
B. CEO Comments			5 m
XII. Closing Items			11:07 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

Approval of Resolution No. 2023-2-9 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

Section: III. Board Governance
Item: A. Approval of Resolution No. 2023-2-9 Recognizing a State of
Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361
Purpose: Vote
Submitted by:
Related Material: EACS Resolution-re-authorizing-AB-361_2023-02-09.docx.pdf



**RESOLUTION RECOGNIZING A STATE OF EMERGENCY AND RE-AUTHORIZING
TELECONFERENCED MEETINGS PURSUANT TO AB 361**

EXCEL ACADEMY CHARTER SCHOOLS GOVERNING BOARD

RESOLUTION NO. 2023-2-09

WHEREAS, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, on October 7, 2021, the governing board of the Excel Academy Charter Schools Board of Directors passed Resolution 2021-10-7 pursuant to AB 361, and

WHEREAS, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the Excel Academy Charter Schools Board of Directors recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

[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.

BE IT FURTHER RESOLVED, the governing board of the Excel Academy Charter Schools Board of Directors authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this 9th day of the month of February in 2023.

AYES 4

NOES 0

ABSENT 1

ABSTAIN 0

Signed:

Signed:

William Hall
President, Governing Board

Steve Fraire
Clerk, Governing Board

Coversheet

Minutes of the Regular Board Meeting held on January 12, 2023

Section: V. Approve Minutes
Item: A. Minutes of the Regular Board Meeting held on January 12, 2023
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on January 12, 2023

APPROVED



Excel Academy (CA)

Minutes

Regular Board Meeting

Date and Time

Thursday January 12, 2023 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: 871 3213 3338

Join URL: <https://us06web.zoom.us/j/87132133338>

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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), S. Fraire (remote), S. Houle (remote), W. Hall (remote)

Directors Absent

M. Humphrey

Guests Present

L. Hansen (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 Jan 12, 2023 at 10:00 AM.

B. Record Attendance

II. Board Governance

A. Approval of Resolution No. 2023-1-12 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

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

Roll Call

M. Humphrey Absent

S. Fraire Aye

S. Houle Aye

L. Alvarado Aye

W. Hall Aye

III. Approve/Adopt Agenda

A. Agenda

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

M. Humphrey Absent
L. Alvarado Aye
S. Houle Aye
W. Hall Aye
S. Fraire Aye

IV. Approve Minutes

A. Minutes of the Regular Board Meeting held on December 8, 2022

S. Fraire made a motion to approve the minutes from Regular Meeting of the Board of Directors on 12-08-22.

S. Houle seconded the motion.

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

Roll Call

M. Humphrey Absent
L. Alvarado Aye
W. Hall Aye
S. Houle Aye
S. Fraire Aye

V. Organizational Structure - Annual Meeting of the Board

A. Approval of Third Amended Bylaws

L. Alvarado made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

W. Hall Aye
M. Humphrey Absent
S. Houle Aye
S. Fraire Aye
L. Alvarado Aye

B. Approval of Excel Academy Charter Schools Board of Directors Manual

S. Houle made a motion to Bill Hall.

L. Alvarado seconded the motion.

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

Roll Call

S. Fraire Aye
M. Humphrey Absent

Roll Call

S. Houle Aye
W. Hall Aye
L. Alvarado Aye

C. Election of the Excel Academy Charter Schools Board of Directors

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

William Hall has been nominated to hold the office Board President

Michael Humphrey has been nominated to hold the office of Board Vice President

Steve Fraire as been nominated to hold the office of Board Clerk

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

Roll Call

M. Humphrey Absent
W. Hall Aye
S. Fraire Aye
L. Alvarado Aye
S. Houle Aye

VI. Correspondence/Proposals/Reports

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

Executive Director Heidi Gasca played the interview from the HD Daily News, who interviewed Heidi regarding the recent honor of Excel Academy being recognized as a 2023 California Distinguished School.

B. Special Education Update - Presented by Lara Ulmer, Director of Special Education

Director of Special Education Lara Ulmer shared a presentation of the Special Education Department at Excel Academy, including student data, program improvements, and overall updates.

VII. Consent

A. Consent - Business/Financial Services

B. Consent - Education Student/Services

C. Consent - Personnel Services

D. Consent - Policy Development

E. Consent items listed under A through D 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** to approve the motion.

Roll Call

M. Humphrey Absent
S. Fraire Aye
W. Hall Aye
S. Houle Aye
L. Alvarado Aye

VIII. Business/Financial Services

A. Approval to Reinstate San Diego County Office of Education (SDCOE) Treasury Bank Account

S. Fraire made a motion to Bill Hall.
S. Houle seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Hall Aye
S. Fraire Aye
L. Alvarado Aye
M. Humphrey Absent
S. Houle Aye

B. Approval of CliftonLarsonAllen (CLA) Final Annual Audit Report - Year Ended June 30, 2022

S. Fraire made a motion to Bill Hall.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Fraire Aye
W. Hall Aye
S. Houle Aye
L. Alvarado Aye
M. Humphrey Absent

C. Approval of DocuSign Contract Renewal

L. Alvarado made a motion to Bill Hall.
S. Houle seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Fraire Aye

Roll Call

M. Humphrey Absent
S. Houle Aye
W. Hall Aye
L. Alvarado Aye

D. Approval of Art, Music, and Instructional Materials Discretionary Block Grant Spending Plan

S. Fraire made a motion to Bill Hall.
S. Houle seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Alvarado Aye
S. Fraire Aye
W. Hall Aye
M. Humphrey Absent
S. Houle Absent

IX. Education/Services

A. Approval of 2021-22 School Accountability Report Card (SARC)

S. Fraire made a motion to Bill Hall.
L. Alvarado seconded the motion.
Director of Assessment & Accountability Jenny Craig presented the SARC for the 2021-2022 school year.
The board **VOTED** to approve the motion.

Roll Call

W. Hall Aye
S. Houle Aye
M. Humphrey Absent
L. Alvarado Aye
S. Fraire Aye

X. Comments

A. Board Comments

The Board congratulated Excel Academy on their California Distinguished School award, and thanked the staff for their hard work. They remarked that programs that achieve reflect the work of the staff, and make it very evident. The Board loved the school highlights, seeing all the learning opportunities for students, and commended Lara Ulmer for her hard work on the Special Education department.

B. CEO Comments

Heidi remarked that it is such a representation of the team when achieving such honors. Heidi is excited to celebrate her staff at their Professional Development meeting in February. Heidi spoke on the Arts & Music grant and how much importance Excel Academy places on such programs.

XI. 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 11:02 AM.

Respectfully Submitted,

W. Hall

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

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

Roll Call

S. Fraire Aye

S. Houle Aye

L. Alvarado Aye

W. Hall Aye

M. Humphrey Absent

FOR MORE INFORMATION

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

Coversheet

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

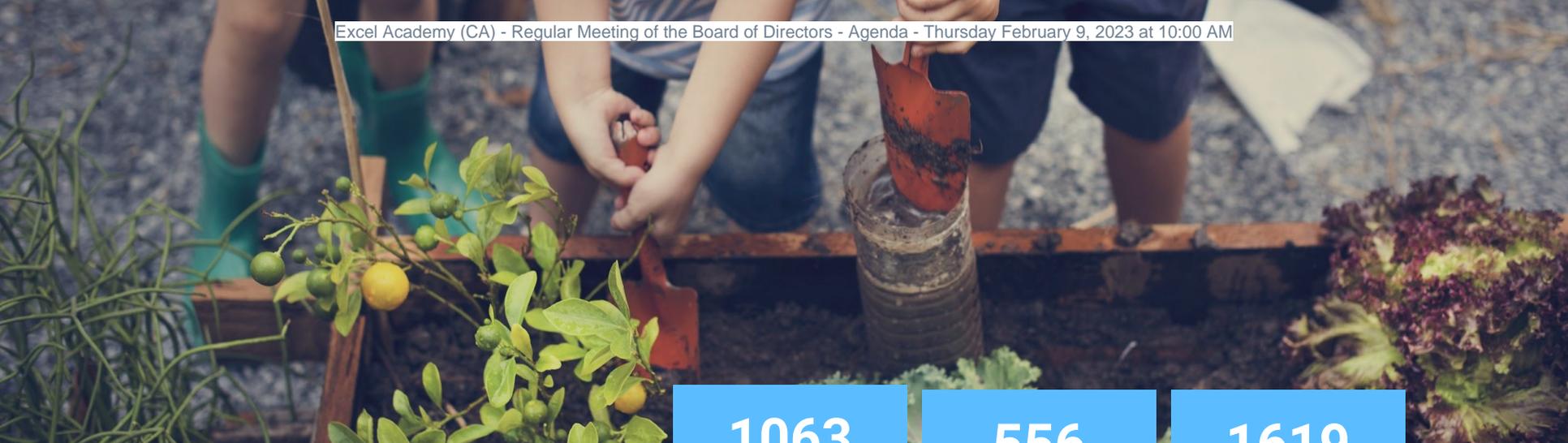
Section: VII. Correspondence/Proposals/Reports
Item: A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO
Purpose: Discuss
Submitted by:
Related Material: January 2023 Board Update.pdf

EXCEL ACADEMY



January School Highlights

Powered by BoardOnTrack



1063

556

1619

Warner

Helendale

Total

Enrollment

January Highlight



**EXCEL ACADEMY
CHARTER SCHOOL**

is named a
2023 California
Distinguished School!

*Congratulations to our teachers, staff,
students, and families!*



**LISTEN TO INTERVIEW
WITH EXECUTIVE
DIRECTOR**

Heidi Gasca

JAN | 11th | 2023

5:00, 6:00, & 7:00AM

Positive News shoutout
from Colleen Quinn @
8:00am



HD|DAILY NEWS
HDDailynews.com



Listen in as Heidi talks about
Excel Academy's recent
California Distinguished Schools
recognition!

*Excel Academy is one out of 356
schools in the state, one of three
schools in San Bernardino County
and the only school servicing the
high desert area to receive this
honor!*

Tune in on



or



WWW.Y102FM.COM

Publications Recognizing EACS' Achievement!

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Excel only High Desert school to earn 'Distinguished' award by CDE

Audio report by Andrew Caravella Jan 10, 2023 Updated Jan 10, 2023

Interview with Excel Academy on CDE 'Distinguished' award

Most Popular

- Driver takes his own life in BVR Tesla crash
- Here's what you need to know about Victorville's first-ever Sprouts
- Man leaves crisis center, walks into traffic and dies
- SoCal Edison worker killed on the job in Barstow
- Police stand off with Marine veteran ends in arrest
- Los Angeles fire captain tops city's highest-paid list with \$712,000 in 2022
- Prisoner trio found guilty of murder at Victorville prison
- Motorcycle gang member gets 10 years for killing policeman

Powered by BoardOnTrack

California Charter Schools Association

California Department of Education Honors 48 Charter Schools as Distinguished Schools

NEWSROOM / CALIFORNIA DEPARTMENT OF EDUCATION HONORS 48 CHARTER SCHOOLS AS DISTINGUISHED SCHOOLS

SACRAMENTO, CA

January 11, 2023

California Charter Schools Association (CCSA) today announced that 48 charter public schools have been recognized by the California Department of Education (CDE) as Distinguished Schools. The California Department of Education's Distinguished Schools program recognizes exceptional public schools for their work in closing the achievement gap or in achieving exceptional student performance.

"Being named a California Distinguished School is a tremendous honor and a testament to the communities of public school educators, students, families, and community members who make these schools exceptional places of learning. The 48 charter public schools that were recognized have successfully leveraged their autonomy and flexibility to reimagine public education for their students," said Myrna Castrejón, CCSA President and CEO. "The ability of these schools to weather the pandemic storm and combat the learning loss that was so prevalent in communities across the state is worthy of recognition. These schools are shining examples of why charter public school favorability is at historic levels and an important reminder of the positive impact that charters have on California's public education system."

The schools are selected by analyzing data reported through the California School Dashboard, including assessment results, chronic absenteeism, suspension rates, and socioeconomic data. "California Distinguished Schools represent excellent teaching, learning, and collaboration, but also highly successful, data-driven school efforts ranging from not just development for educators to mental health and social-emotional wellness strategies to address the needs of students and families," said State Superintendent of Public Instruction Tony Thurmond in a press statement regarding the CDE Distinguished Schools for 2023.

The charter schools recognized as 2023 Distinguished Schools are:

- SOCAL**
 - San Bernardino, Helendale Elementary
 - Excel Academy Charter
- SAN DIEGO**
 - San Diego, Warner Unified
 - Excel Academy Charter

California Charter Schools Association

WWW.CCSA.ORG

Board Governance Highlights

FEBRUARY 2023



DID YOU KNOW...

Excel Academy had its very first Theater Production on January 20, 2023? More than 100 audience members were in attendance to watch 19 Excel Students sing, act, and perform. They did an outstanding job!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 WASC Visit 	2	3	4	5
6	7	8 EACS Spring All Staff PD 	9 EACS Board Meeting 	10	11	12
13	14	15	16 CSRP Awards Ceremony 	17	18	19
20	21	22 CCSA Office Visit 	23 Helendale Site Visit 	24	25	26
27	28	29				

BOARD MEMBER RESOURCES & UPDATES

• Board Meetings in Chula Vista

Starting March 12, 2023, Board Members have the option to attend Board Meetings from the private conference room in Chula Vista, reserved by Excel Academy. If Board members choose to continue attending Board Meetings from their home, AB 361 requires them to keep their door open to any members of the public who wish to listen in from the Board Members' location

333 H. Street
Chula Vista, CA 91910



• CSRP Awards Ceremony



Excel Academy will be awarded the California Distinguished School Award on Feb. 16, 2023 at the Disneyland Hotel in Anaheim, CA. Those registered to attend can join in the morning for awards and photos (specific time slot between 9:30-2:00pm), and attend the banquet and show in the evening from 6:00-8:30pm

Western Association of Schools and Colleges (WASC) Visit

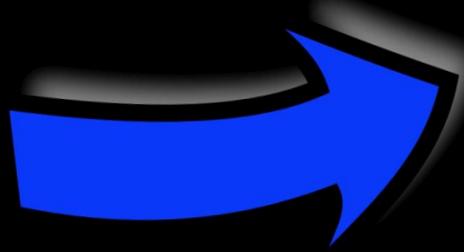


The visiting WASC Committee met with the EACS team from January 30 - February 1 to review and assess the six focus areas of the school. At the conclusion, the committee ranked Excel Academy as Effective and/or Highly Effective across all categories. We are so proud of the hard work our entire staff put into the WASC process!



Theater Arts Production

Play Me!



Theater Arts Production



Excel Academy was proud to put on the very first Theater Production, Dare to Dream, presented by a full cast of Excel Academy Students!

January Social Media Campaign

Creative Learning Series

PROJECT-BASED LEARNING CURRICULUM & CCPS

- Mystery Science**
Mystery Science is offering free trials right now through June! It's a great way for K-5th graders to do project-based science.
A great resource for hands on activities and current trends in education for elementary, middle, and high school students.
- WeAreTeachers.com**
Curriculum that allow students to participate in experiential explorations that combine core knowledge, creative problem-solving, and artistic skills.
- Oak Meadow**
Curriculum for creative, hands-on, and gifted learners.
- Moving Beyond the Page**
Video-based lessons and a la carte books for Geometry, Physics, Chemistry, and Art/
- Waldorf Homeschool Curriculum**

#excelstudentslearn



HANDS-ON PROGRAMS

#excelstudentslearn



Ideas for implementing *Creative Learning*

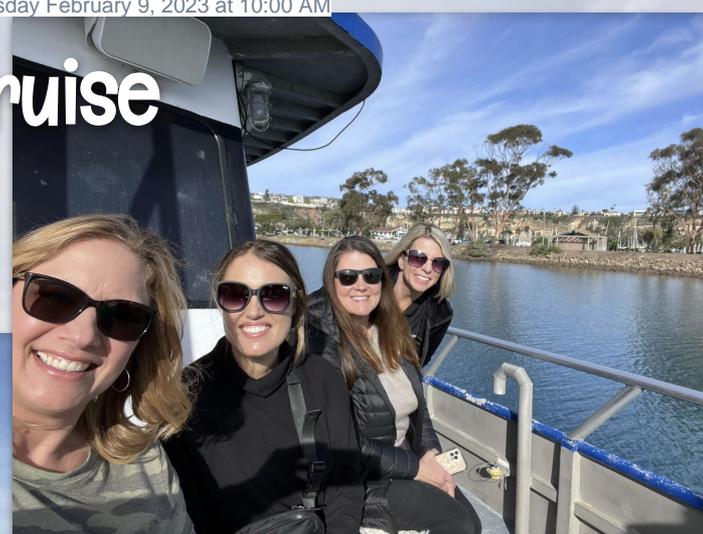
- Escape Rooms**
Any subject, available through Teachers Pay Teachers
- The Suitcase Project**
Students fill a suitcase with objects of significance for that famous historical figure that would help explain the person's life. This goes in hand with a written report.
- Poetry Mashup**
Taking two poems or a poem and a non-fiction piece from the same era to create a new poem
- One-Pagers**
Rather than just jotting down words on a page, students use one-pagers to visually represent key points and takeaways. They're fun to create and have a real impact on memory and comprehension (Teachers Pay Teachers)

#EXCELSTUDENTSLEARN

Outdoor Classroom



Marine Mammal Cruise Field Trip



Virtual 7th Grade Class Meet-Up

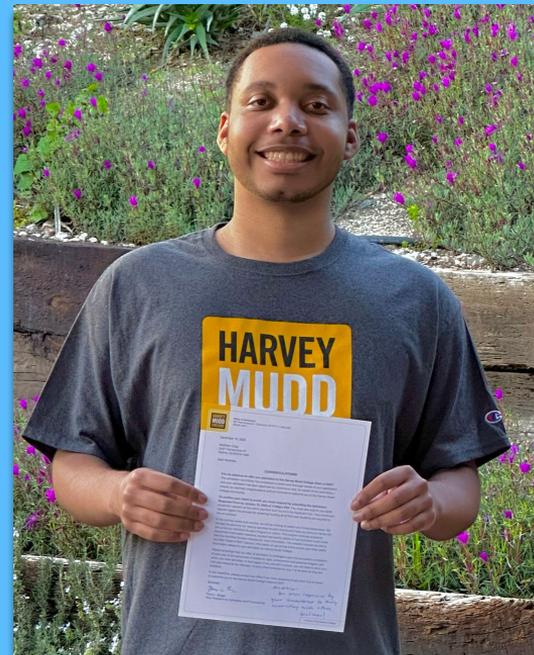


Student Spotlight

Matthew Craig is a senior at Excel Academy and has blossomed during his years with Excel. He has had Math and Science teachers that have rekindled his love of learning. The more he learned the more his confidence began to build. Matthew found his strengths in Math and science, however found challenges in Writing and Literature. Excel however offered a curriculum that would help him along the way.

Matthew has now maintained an impressive GPA, become a member of the National Honor Society and started a club, helping build computers for kids who love gaming as a way to get them excited about STEM. He has been accepted into first choice school, Harvey Mudd—one of the most competitive universities in the US!

Matthew Craig



Staff Highlight:

Megan Anderson



Megan Anderson is the Assistant Director of Human Resources at Excel Academy and has brought a tremendous amount of wisdom, insight, and knowledge to the team! She has implemented incredible resources and initiatives that have improved the performance evaluation process, staff culture, professional development, and salary structure. We are so grateful for her!

Leadership Staff Training & PD

	Business Services & Operations Leadership	★ <i>Management & Leadership Skills for New Managers and Supervisors</i>
	Special Education & Intervention Teams	★ <i>ACSA Every Child Counts Symposium</i>
	Gen Ed Leadership	★ <i>Diversity Matters: Recognize & Overcome Unconscious Bias</i>
	Executive Director	★ <i>ACSA Superintendents Symposium</i>

Looking forward to...



*CCSA Conference
Mar. 13-16, 2023*



*CSRPA Awards Ceremony
Feb. 16, 2023*



*Spring All Staff PD
Feb. 8, 2023*



Thank you!



Coversheet

Western Association of Schools and Colleges (WASC) Update - Presented by Heidi Gasca, Executive Director/CEO

Section: VII. Correspondence/Proposals/Reports
Item: C. Western Association of Schools and Colleges (WASC) Update -
Presented by Heidi Gasca, Executive Director/CEO
Purpose: Discuss
Submitted by:
Related Material: WASC Update for Board 2_9_23 (1).pdf



WASC VISIT

2022-2023

January 30 - February 1, 2023

COLLECTIVE AREAS OF STRENGTH



EACS STUDENTS, TEACHERS AND PARENTS WORK COLLABORATIVELY TO ENSURE THAT STUDENTS RECEIVE A PERSONALIZED EDUCATION USING RIGOROUS, STANDARDS-BASED CURRICULUM.



EACS FOCUSED ON INCREASING THE QUALITY AND QUANTITY OF SERVICES BY ACTIVELY MONITORING EACH STUDENT'S ACADEMIC ACHIEVEMENT USING DATA SYSTEMS TO ENGAGE IN IN-DEPTH ANALYSIS.



EACS OPERATES WITH A STRONG GOVERNING BOARD WHICH CONTINUALLY STRIVES TO INVOLVE ALL EDUCATIONAL PARTNERS

COLLECTIVE AREAS OF GROWTH

01

PROFESSIONAL DEVELOPMENT ON TEACHING STRATEGIES AND IMPLEMENTATION OF RESEARCH-BASED INSTRUCTIONAL-BASED STRATEGIES AND DIFFERENTIATION FOR PARENTS IN PARTNERSHIP WITH TORS.

02

MAINTAIN STUDENT CONNECTION AND ENGAGEMENT BY CONTINUING STAFF POSITIVE SCHOOL CLIMATE COLLABORATION AND TRAINING.

03

THE MISSION, VISION, AND SCHOOLWIDE LEARNER OUTCOMES OF EXCEL ACADEMY CHARTER WILL CONTINUE TO BE REVIEWED AND REFINED.

COMPETITION ANALYSIS

ACCREDITATION STATUS FACTORS		HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE
1	The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		E		
2	The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		E		
3	Vision and Purpose (A1)	HE			
4	Governance (A2)	HE			
5	Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		E		
6	Staff: Qualified and Professional Development (A4)		E		
7	Resources (A5)		E		
8	Resources (Charter only) (A6)		E		
9	Rigorous and Relevant Standards-Based Curriculum (B1)		E		
10	Equity and Access to the Curriculum (B2)		E		

ACS WASC/CDE VISITING COMMITTEE REPORT

ACCREDITATION STATUS FACTORS		HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE
11	Student Engagement in Challenging and Relevant Learning Experiences (C1)		E		
12	Student-Centered Instruction through a Variety of Strategies and Resources (C2)		E		
13	Reporting and Accountability Processes (D1)		E		
14	Use of Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		E		
15	Parent and Community Engagement (E1)		E		
16	School Culture and Environment (E2)	HE			
17	Personal, Social-Emotional, and Academic Student Support (E3)		E		
18	Acceptable Progress by All Students		E		
19	Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		E		
20	The capacity to implement and monitor the schoolwide action plan/SPSA		E		

WASC COMMITTEE & ADMINISTRATION



Coversheet

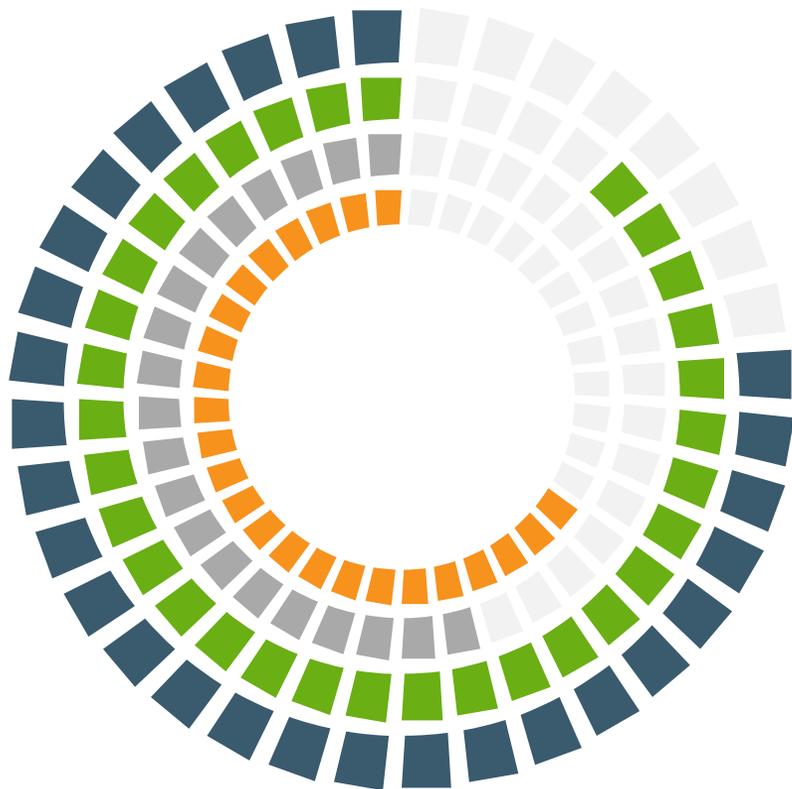
State Budget Overview - Presented by Joe Sorrera, Director of Business Services

Section: VII. Correspondence/Proposals/Reports
Item: D. State Budget Overview - Presented by Joe Sorrera, Director of Business Services
Purpose: Discuss
Submitted by:
Related Material: 23-02-12 Budget Presentation.pptx.pdf



Governor's Proposals for the 2023-24 State Budget and K-12 Education

2023-24 LCFF Overview



8.13%

Statutory COLA

\$4.7 billion

New

Equity Multiplier

In conjunction with accountability improvements, intended to augment resources to support highest-needs schools

\$5.04

Billion

Total 2023-24 LCFF funding increase, **utilizing \$1.4 billion in one-time funding**

\$\$

Categorical Programs

COLA also applied to other educational programs funded outside of the LCFF

2023-24 LCFF Funding Factors

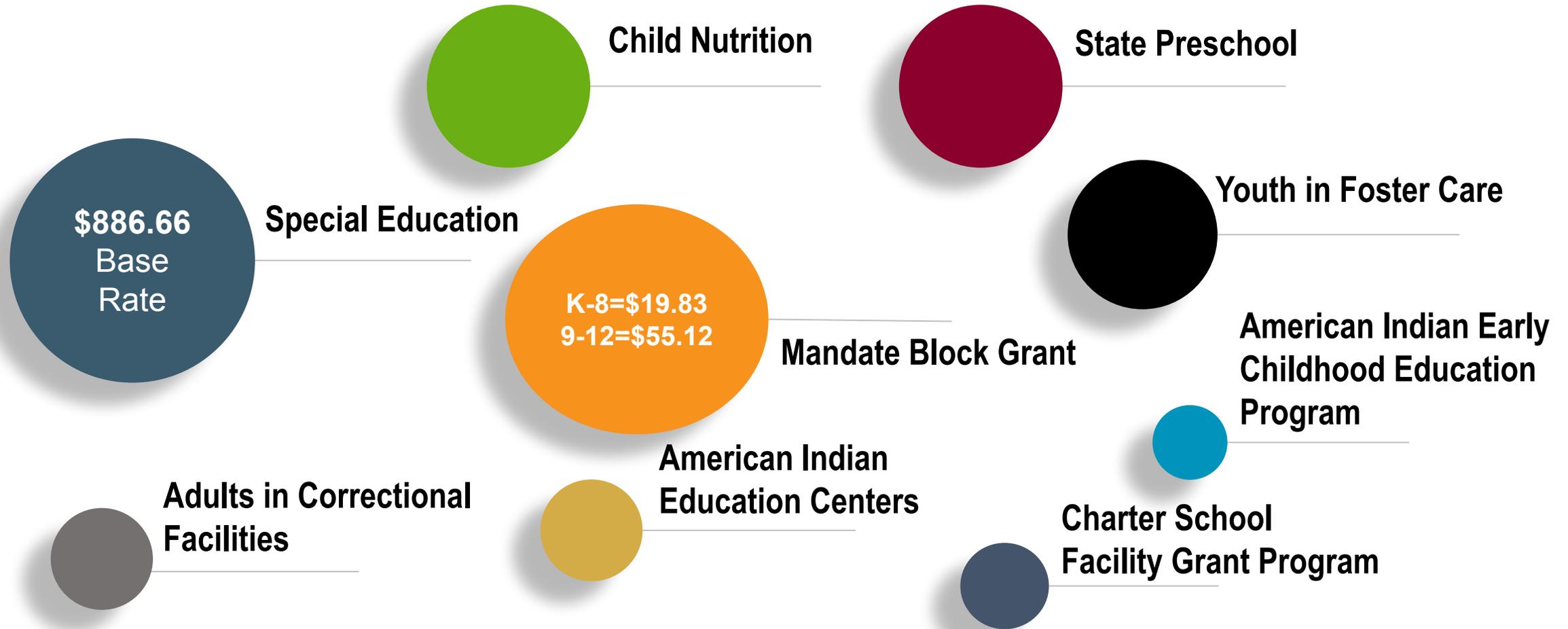
Grade Span	TK	K-3	4-6	7-8	9-12
2022-23 Base Grant per ADA	\$9,166	\$9,166	\$9,304	\$9,580	\$11,102
8.13% COLA	\$745	\$745	\$756	\$779	\$903
2023-24 Base Grant per ADA	\$9,911	\$9,911	\$10,060	\$10,359	\$12,005
GSA	\$1,031	\$1,031	–	–	\$312
TK add-on (inclusive of COLA)	\$3,042	–	–	–	–
2023-24 Adjusted Base Grant per ADA	\$13,984	\$10,942	\$10,060	\$10,359	\$12,317
20% Supplemental Grant per ADA ¹	–	\$2,188	\$2,012	\$2,072	\$2,463
65% Concentration Grant per ADA ²	–	\$7,112	\$6,539	\$6,733	\$8,006

¹Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 20% and UPP

²Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

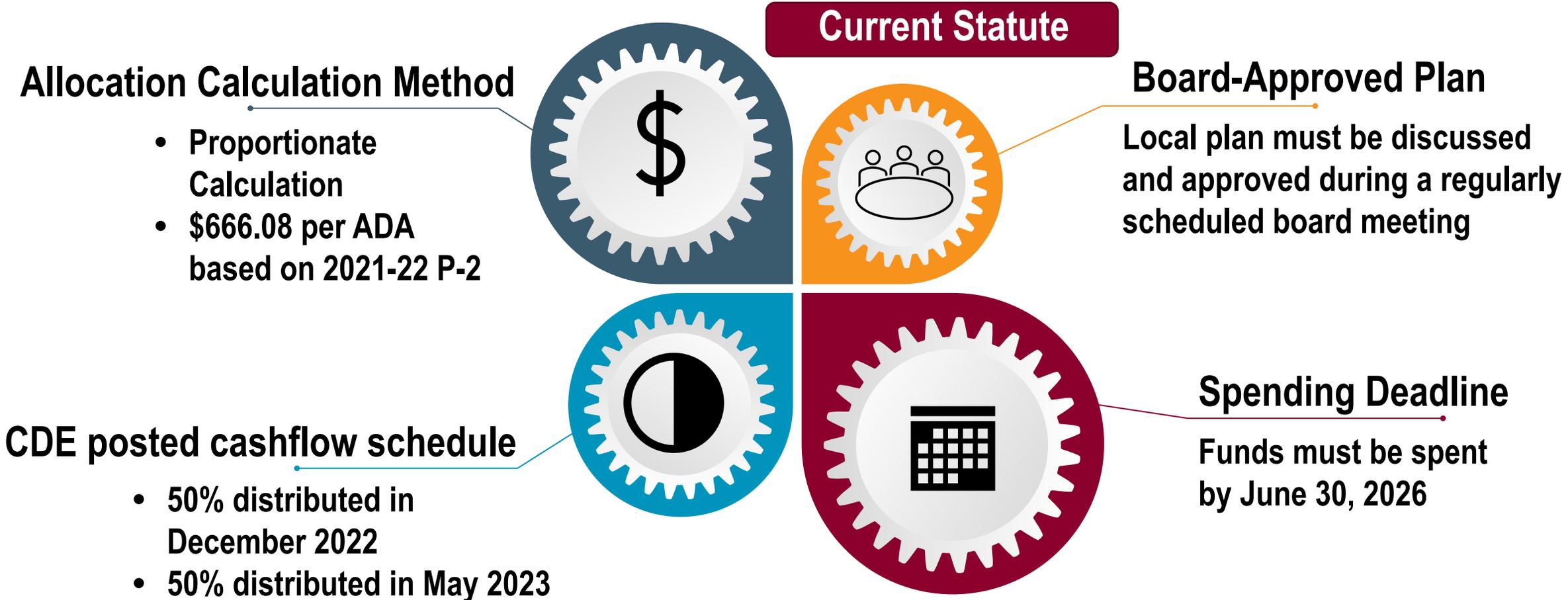
Categorical Program COLA

The Governor's Budget includes an additional \$669 million in Proposition 98 funding for a 8.13% COLA for multiple programs outside of the LCFF



Arts, Music, and Instructional Material Block Grant—Proposed Funding Reduction

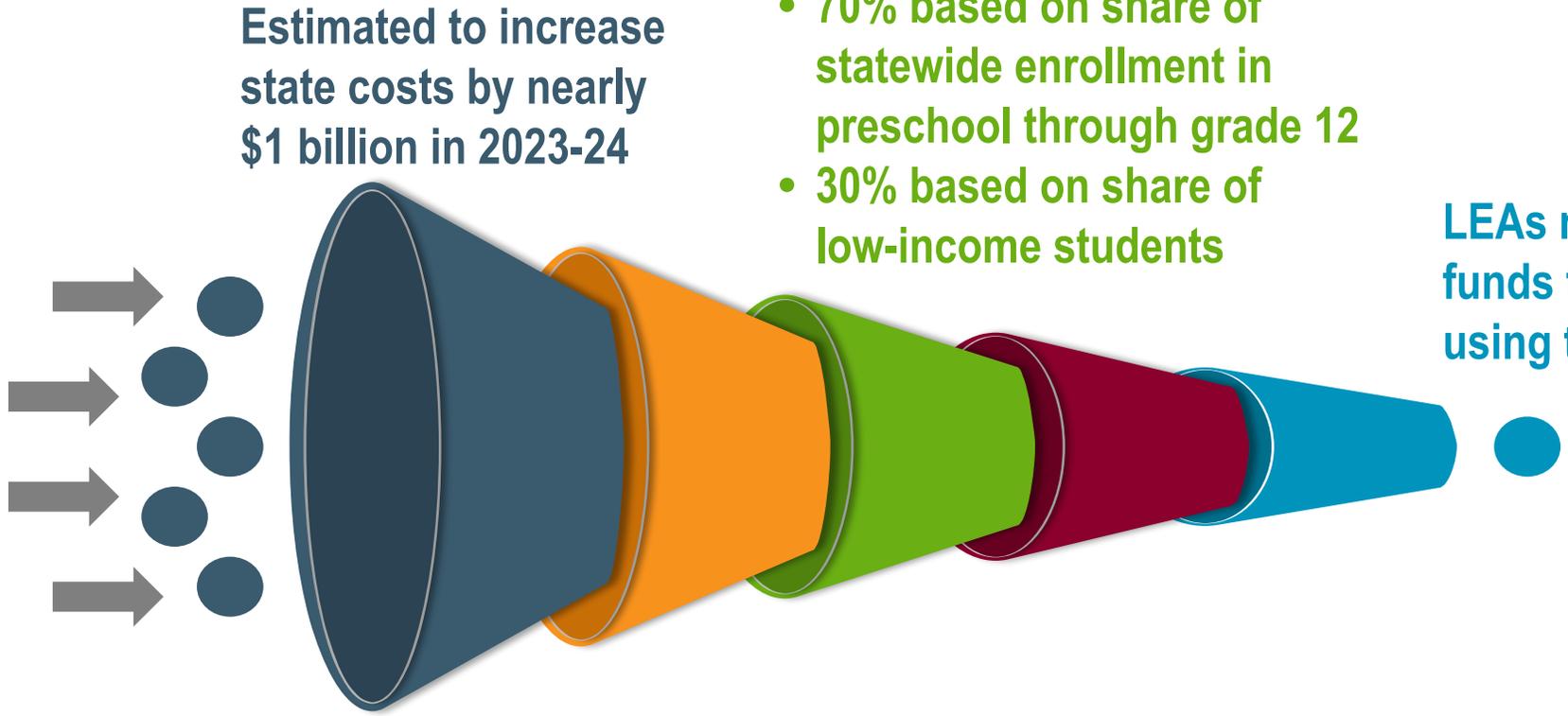
The Governor’s Budget proposes a \$1.2 billion reduction in the \$3.5 billion one-time funding provided in the 2022-23 Enacted Budget package, bringing the appropriation down to \$2.3 billion



Proposition 28: Arts and Music in Schools—Funding Guarantee and Accountability Act

Beginning with the 2023-24 fiscal year, requires the state to provide additional, dedicated funding originating outside of Proposition 98 for arts and music education

The annual amount is equal to 1% of the prior-year Proposition 98 minimum guarantee



Funds distributed to LEAs:

- 70% based on share of statewide enrollment in preschool through grade 12
- 30% based on share of low-income students

LEAs must distribute their funds to their schools using the same 70/30 split

See “[Proposition 28 Estimates for LEAs](#)” in the November 2022 *Fiscal Report*, for allocation estimates by school site for each LEA

What's *Not* in the Proposed Budget?

Myriad Categorical Programs

This Governor's Budget lacks the litany of one-time and ongoing new categorical programs as nearly all revenues are needed to maintain current programs



Pension Relief

While Governor Newsom applauds the paydown of pension debt in past years, no relief is provided as CalPERS rates increase and CalSTRS rates remain high



Reserve Withdrawal

The Governor is holding back on using Rainy Day funds, but may need to play that card if economic conditions worsen



Covid-Related Relief

A first since May 2020, not a single K-12 proposal appears tied to the COVID-19 pandemic



Final Thoughts

- **The Governor's proposals are largely to be expected in a softening economy, with a focus on maintaining programs instead of creating new ones**
- **However, new categorical requirements in 2023-24 and reduced flexible funding will be difficult to manage when LEAs are continuing to face local challenges head on**
 - **We believe these difficulties should be thoroughly considered as the state moves further into the budget development process**
- **Here's hoping for sunnier skies at the May Revision!**



Coversheet

2023-2024 Board Meeting Calendar - First Reading - Presented by Heidi Gasca, Executive Director/CEO

Section: VII. Correspondence/Proposals/Reports
Item: E. 2023-2024 Board Meeting Calendar - First Reading - Presented by
Heidi Gasca, Executive Director/CEO
Purpose: Discuss
Submitted by:
Related Material: Draft Excel Academy - Board Meeting Calendar 23_24 (1).pdf



2023-24 Board Meeting Calendar

DATE	ITEMS	PRESENTER
August 10, 2023	Study Session: Board Evaluation and Executive Director/CEO Evaluation Planning	
	EL Master Plan Policies - Set 1	Heidi Gasca Jenny Craig
September 14, 2023	Study Session: Superintendent/CEO Board Goals & Evaluation Planning	Heidi Gasca
	Board Member Reelection (Steve & Susan) Unaudited Actuals (2022-23) / Due 9/15 Student Representative	Heidi Gasca Joe Sorrera
October 12, 2023	iReady Data Presentation Fiscal Update School Safety Plan	Jenny Craig Joe Sorrera
November 9, 2023	Study Session: Board Manual Part 2	
	Board Meeting Excel Academy Evaluation Process	Heidi Gasca Megan Anderson

Excel Academy Charter School

Calendar Approved: March 12, 2023

	Student Representative	
December 14, 2023	<p>First Interim // Due 12/15 Audit - Board Sub Committee Selected</p> <p>Policies - set 2 Multi-Tiered System of Supports (MTSS) (WIN (What I Need) Intervention) SPSA & Title 1 Updates</p> <p>FY22-23 Audit Report to Board</p>	<p>Joe Sorrera Heidi Gasca Keri Schneeweiss</p> <p>April Saade</p> <p>Joe Sorrera</p>
January 11, 2024	<p>Special Education Presentation Annual Organization Meeting 2024-25 Academic Calendar Student Representative</p>	Lara Ulmer
February 8, 2024	22-23 Student Achievement and Local Indicators	
	<p>2024-25 Strategic Plan</p> <p>Fiscal Update/Effect of the Jan Budget Proposal</p>	<p>Heidi Gasca Megan Anderson Joe Sorrera</p>
March 14, 2024	<p>Study Session: Board Manual Part 3 Executive Director/CEO Contract Review</p>	Heidi Gasca
	<p>Policies- Set 3 Second Interim / Due 3/15 Audit Firm Selection 22-23 Student Achievement and Local Indicators</p>	<p>Heidi Gasca Joe Sorrera Joe Sorrera Heidi Gasca</p>
April 11, 2024	<p>Counselor Highlights 24/25 Board Meeting Calendar Student Representative</p>	<p>School Counselor Heidi Gasca</p>

Excel Academy Charter School

Calendar Approved: March 12, 2023

May 9, 2024	Principals/Student Services - Year in Review Board Meeting Calendar – First Reading Evaluation of CEO/ED Student Representative	Nick Romo & Lorrie Wood Heidi Gasca
June 13, 2024	LCAP/Budget Public Hearing Property and Casualty Insurance Policies Year End Recap & Highlights Executive Director/CEO Contract Approved	Jenny Craig Megan Anderson Heidi Gasca
June 20, 2024	LCAP/Budget Approval July Budget - Approval Educator Protection Act (EPA) SELPA Master Contract	Jenny Craig Joe Sorrera Heidi Gasca

Coversheet

Consent - Business/Financial Services

Section: VIII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: EACS CSDC Renewal.pdf
EACS_DTS_Renewal_License.pdf
EACS BUS - Consent Items 2.9.23.pdf
Check Register 010123-013123.pdf

**CHARTER SCHOOLS
DEVELOPMENT CENTER**

817 14th Street, Suite 300
Sacramento, CA 95814-
2923
<http://www.chartercenter.org>



INVOICE

BILL TO

Attn Accounts Payable
Excel Academy
1 Technology Drive I-811
Irvine, CA 92618

INVOICE # 22237

DATE 12/01/2022

DUE DATE 12/16/2022

TERMS Net 15

DATE	ACTIVITY	QTY	RATE	AMOUNT
	CSDC Membership CSDC Membership: 1 year membership. 12/27/22 to 12/26/23: Warner	1,061	3.00	3,183.00
	CSDC Membership CSDC Membership: 1 year membership: Helendale	545	3.00	1,635.00

Please make a bank transfer or credit card payment directly through the "Review and Pay" button in the invoice email.

BALANCE DUE

\$4,818.00

Or send a check payable to Charter Schools Development Center to our PO box below.

PO Box 15126, Sacramento, CA 95851



LICENSING AGREEMENT

This Agreement effective **February 1, 2023**, is made and entered into by **Sage Oak Charter Schools, Excel Academy Charter Schools, Pathways Academy Adult Education, Motivated Youth Academy, and California Pacific Charter School** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
 - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.



- I. License Fee. Licensee shall pay a fee of **\$3,000**.
- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
 - (i) Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
 - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Date: December 14, 2022

Licensee

By: _____

Date: _____



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2023 School Accountability Report Card, English (Custom Template)
2. 2023 WASC Self-Study (WASC Template)
3. 2023 Local Control and Accountability Plan (CDE Template)
4. Others to be identified as needed.



December 14, 2022

Excel Academy Charter Schools

Re: Document Tracking Services

****PLEASE NOTE NEW DTS MAILING/REMIT ADDRESS****

INVOICE #9206905

Pursuant to the licensing agreement between Excel Academy Charter Schools and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [2/1/23 to 2/1/24]:	\$544
2 Schools	
License Agreement includes up to 5 documents	

Total Balance Due: \$544

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Thank you!

Approved Per Payment (Signature)

Name/Role (Printed)

EXCEL ACADEMY CHARTER SCHOOL

Agenda Item:

Date: February 9, 2023

	Correspondence/Proposals/Reports
X	Consent Agenda
X	Business/Financial Services
	Education/Student Services
	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X_____

Item is for Information Only:

Item: Approval of Charter Schools Development Center (CSDC) Membership Renewal

Background: The CSDC Membership allows Excel Academy to gain information, resources, and trainings to benefit the school. CSDC Members are given critical charter school news, deadlines, analysis, and practical recommendations, along with a repository of helpful resources and tools intended for California charter school operations and fiscal staff. Additionally, CSDC Members receive effective advocacy on behalf of all charter schools through their long-standing voice at both the state and federal levels.

It is recommended that the board approve the CSDC Membership Renewal as presented.

Fiscal Impact: \$4,818

Item: Approval of Document Tracking Services (DTS) Licensing Agreement Renewal

Background: It is recommended that the Board approve the Document Tracking Service (DTS) Licensing Agreement Renewal, effective 2/1/23 through 2/1/24 as presented.

The following are standard documents to be used in conjunction with the license.

1. 2023 School Accountability Report Card, English (Custom Template)
2. 2023 WASC Self-Study (WASC Template)

3. 2043 Local Control and Accountability Plan (CDE Template)

4. Others to be identified as needed.

It is recommended that the board approve the Document Tracking Service (DTS) Licensing Agreement Renewal as presented.

Fiscal Impact: \$544

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

Company Name: Excel Academy Charter Schools
 Report Name: Check Register
 Created On: 2/3/2023

Bank	Date	Bill Date	Bill No	Vendor	GL account/Account label	Document No	Amount	Amount Applied	Cleared	Memo	Department	Location
CHASE 9313 - Chase Bank	Account No: 215769313											
	1/1/2023	1/1/2023	5795-010123	5795--BRMS - FSA 5795--BRMS - FSA	9516--Voluntary FSA 9516--Voluntary FSA		34.76 34.76	11.82 22.94	In Transit In Transit	Sarah Horikawa Sarah Horikawa	000--General 000--General	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
	1/3/2023	11/1/2022 10/28/2022 10/18/2022 11/1/2022 10/18/2022 10/18/2022 10/18/2022	465271 465059 463812 465270 463813 463809 463814 463821	2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	Voided - 10136004018 Voided - 10136004018 Voided - 10136004018 Voided - 10136004018 Voided - 10136004018 Voided - 10136004018 Voided - 10136004018	-389.04 -389.04 -389.04 -389.04 -389.04 -389.04 -389.04	-32.27 -32.27 -65.14 64.54 65.14 -32.27 -65.14	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
	1/4/2023	11/1/2022 10/28/2022 10/18/2022 11/1/2022 10/18/2022 10/18/2022 10/18/2022	465271 465059 463812 465270 463813 463809 463814 463821	2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly 2129--Studies Weekly	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004352 10136004352 10136004352 10136004352 10136004352 10136004352 10136004352	389.04 389.04 389.04 389.04 389.04 389.04 389.04	32.27 32.27 65.14 64.54 65.14 32.27 65.14	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 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
	1/4/2023	12/2/2022 12/12/2022	B-267258190 B-267288590	2877--Nataly Jewel 2877--Nataly Jewel	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002328 20136002328	322.75 322.75	96.00 226.75	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
	1/5/2023	12/19/2022 12/19/2022	5950-121922-1 5950-121922	5950--CASBO 5950--CASBO 5950--CASBO 5950--CASBO	5200--Travel & Conferences 5200--Travel & Conferences 5200--Travel & Conferences 5200--Travel & Conferences	10136004353 10136004353 10136004353 10136004353	5,760.00 5,760.00 5,760.00 5,760.00	336.60 173.40 3,465.00 1,785.00	In Transit In Transit In Transit In Transit		909--Business services 909--Business services 909--Business services 909--Business services	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	1/8/2023	1/8/2023	5795-010823	5795--BRMS - FSA 5795--BRMS - FSA 5795--BRMS - FSA 5795--BRMS - FSA	9516--Voluntary FSA 9516--Voluntary FSA 9516--Voluntary FSA 9516--Voluntary FSA		295.69 295.69 295.69 295.69	10.36 5.33 95.20 184.80	In Transit In Transit In Transit In Transit	Lisa Murphy Lisa Murphy Rebecca Metoyer Rebecca Metoyer	000--General 000--General 000--General 000--General	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
	1/9/2023	1/5/2023	INV182911160	5437--Zoom Video Communications Inc. 5437--Zoom Video Communications Inc.	5940--Technology Services 5940--Technology Services	10136004389 10136004389	39.73 39.73	13.51 26.22	In Transit In Transit		900--Operations 900--Operations	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
	1/9/2023	12/30/2022	B-267305794	1018--Reynaldo & Maria Laura D'Angelo DBA P	5880--Instructional Vendors &	10136004370	28.34	28.34	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	11/30/2022	1.25999E+11	1191--McGraw Hill LLC	4100--Textbooks & Core Curricu	10136004363	1.00	1.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/21/2022 12/21/2022 12/21/2022	S255448 S255451 S255452	1208--Singapore Math Inc 1208--Singapore Math Inc 1208--Singapore Math Inc	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004375 10136004375 10136004375	198.91 198.91 198.91	84.43 57.24 57.24	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
	1/9/2023	12/29/2022	B-267300615	4118--Kyunqun Christina Lee	5880--Instructional Vendors &	10136004385	191.38	191.38	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/29/2022	B-267305803	5578--Power of Leverage Brazilian Jiu Jitsu	5880--Instructional Vendors &	10136004388	165.00	165.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	1/6/2023	INV-02074-A	5776--Albourn Translation Service 5776--Albourn Translation Service	5800--Professional Services - 5800--Professional Services -	10136004361 10136004361	150.00 150.00	99.00 51.00	In Transit In Transit		906--Education Services 906--Education Services	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	1/9/2023	12/30/2022	B-267305530	1550--Monica D Basurto	5880--Instructional Vendors &	10136004381	135.00	135.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/20/2022	SINV5651	3210--Bright Thinker	4100--Textbooks & Core Curricu	10136004356	124.49	124.49	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/21/2022 12/21/2022 12/21/2022	16379 16377 16378	1243--JackRis Publishing, LLC 1243--JackRis Publishing, LLC 1243--JackRis Publishing, LLC	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004376 10136004376 10136004376	83.94 83.94 83.94	27.98 27.98 27.98	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
	1/9/2023	1/3/2023	B-267300345	5868--Alex Flora's Textbook Tutoring	5880--Instructional Vendors &	10136004379	80.00	80.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	1/4/2023	B-267305782	v3032--Peace Hill Classical Co-op LLC	5880--Instructional Vendors &	10136004392	400.00	400.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/30/2022	B-267304572	1928--Lorie Susan Suntree	5880--Instructional Vendors &	10136004358	400.00	400.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	1/4/2023	B-267305509	4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	10136004371	370.00	370.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	12/28/2022	B-267304511	2726--Hope Ranch, LLC	5880--Instructional Vendors &	10136004368	330.00	330.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/20/2022	104063	v3105--eat2explore	4100--Textbooks & Core Curricu	10136004386	323.25	323.25	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	1/3/2023	B-267300442	4103--Elizabeth K Gills	5880--Instructional Vendors &	10136004391	286.00	286.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	1/3/2023	B-267305262	1849--Art Steps, Inc Yorba Linda	5880--Instructional Vendors &	10136004393	258.00	258.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/14/2022	304925	2898--ACADEMIC THERAPY PUBLICATIONS 2898--ACADEMIC THERAPY PUBLICATIONS	4350--Other Supplie - Materia 4350--Other Supplie - Materia	10136004355 10136004355	242.00 242.00	159.72 82.28	In Transit In Transit		907--SPED 907--SPED	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	1/9/2023	1/3/2023	B-267300617	4142--Code Ninjas Ladera Ranch	5880--Instructional Vendors &	10136004378	229.70	229.70	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	1/3/2023	B-267305263	3052--Art Steps, Inc.	5880--Instructional Vendors &	10136004374	917.90	917.90	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	1/1/2023	B-267300354	5512--Amber Lee	5880--Instructional Vendors &	10136004359	831.80	831.80	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	1/1/2023	B-267305786	5881--Peace Love & Dance, LLC	5880--Instructional Vendors &	10136004362	805.00	805.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	12/31/2022	B-267304480	4125--Elise Chin	5880--Instructional Vendors &	10136004380	801.80	801.80	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/9/2023	1/3/2023	B-267305514	1166--Math Learning Rendondo Beach	5880--Instructional Vendors &	10136004364	798.00	798.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	12/30/2022	B-267300614	4101--Yvonne Dill Cruz	5880--Instructional Vendors &	10136004384	600.00	600.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	12/28/2022	B-267306233	5548--Sektor Jiu-Jitsu 5548--Sektor Jiu-Jitsu	5880--Instructional Vendors & 5880--Instructional Vendors &	10136004387 10136004387	561.00 561.00	241.00 320.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	1/9/2023	12/12/2022 1/1/2023	14093 14101	5017--Alpha Vision, Inc. 5017--Alpha Vision, Inc. 5017--Alpha Vision, Inc. 5017--Alpha Vision, Inc.	5940--Technology Services 5940--Technology Services 5940--Technology Services 5940--Technology Services	10136004373 10136004373 10136004373 10136004373	479.00 479.00 479.00 479.00	66.00 34.00 250.14 128.86	In Transit In Transit In Transit In Transit		900--Operations 900--Operations 900--Operations 900--Operations	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

1/9/2023	12/31/2022	B-267304503	2174--Gracie Barra Corona	5880--Instructional Vendors &	10136004365	476.00	476.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/9/2023	1/4/2023	B-267305268	5838--Foundations Tutoring	5880--Instructional Vendors &	10136004366	430.60	430.60	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/9/2023	1/4/2023	5025--010423	5025--Ana Santoyo or Manuel Santoyo 5025--Ana Santoyo or Manuel Santoyo	5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven	10136004367 10136004367	6,375.00 6,375.00	2,167.50 4,207.50	In Transit In Transit	907--SPED 907--SPED	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/9/2023	1/4/2023	B-267305774	2372--Outschool 5880--Instructional Vendors &	5880--Instructional Vendors &	10136004383 10136004383	2,143.00 2,143.00	568.00 1,575.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/9/2023	12/28/2022	9924062030	5421--Verizon Wireless 5421--Verizon Wireless	5910--Telephone 5910--Telephone	10136004377 10136004377	2,040.62 2,040.62	693.81 1,346.81	In Transit In Transit	900--Operations 900--Operations	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/9/2023	1/3/2023	B-267306197	1785--Riffs Music	5880--Instructional Vendors &	10136004360	1,723.00	1,723.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/9/2023	1/3/2023	B-267305507	v3067--K2 Studios, LLC v3067--K2 Studios, LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	10136004372 10136004372	1,590.00 1,590.00	1,440.00 150.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/9/2023	12/19/2022	215734880	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	10136004369	1,230.67	24.98	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/9/2023	12/19/2022	215731996	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	10136004369	1,230.67	1,205.69	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/9/2023	1/2/2023	B-267304506	4156--Gracie Barra San Clemente	5880--Instructional Vendors &	10136004354	1,022.00	1,022.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/9/2023	1/2/2023	B-267304508	2383--Guitar Ninjas 2383--Guitar Ninjas	5880--Instructional Vendors & 5880--Instructional Vendors &	10136004390 10136004390	935.00 935.00	790.00 145.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/9/2023	12/31/2022	HDLN886	5227--Iron Mountain 5227--Iron Mountain	5890--Misc Other Outside Servi 5890--Misc Other Outside Servi	10136004357 10136004357	239.00 239.00	81.26 157.74	In Transit In Transit	900--Operations 900--Operations	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/9/2023	12/31/2022	00002E01V5532	1649--UPS	5930--Postage	10136004382	182.32	2.39	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
	12/24/2022	00002E01V5522	1649--UPS	5930--Postage	10136004382	182.32	4.64	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
	12/10/2022	00002E01V5502	1649--UPS	5930--Postage	10136004382	182.32	38.41	In Transit	900--Operations	2073--Excel Academy Charter School - Warner
			1649--UPS	5930--Postage	10136004382	182.32	19.79	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			1649--UPS	5930--Postage	10136004382	182.32	77.28	In Transit	900--Operations	2073--Excel Academy Charter School - Warner
			1649--UPS	5930--Postage	10136004382	182.32	39.81	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
1/9/2023	12/16/2022	2089-012023	5796--BRMS - CharterLIFE 5796--BRMS - CharterLIFE 5796--BRMS - CharterLIFE 5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments 3990--PY Benefit Adjustments 3990--PY Benefit Adjustments 3990--PY Benefit Adjustments	20136002329 20136002329 20136002329 20136002329	107,715.74 10,572.81 107,715.74 107,715.74	31,172.77 10,572.81 5,446.17 60,523.99	In Transit In Transit In Transit In Transit	000--General 000--General 000--General 000--General	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/9/2023	12/16/2022	FSA-2089-012023	5795--BRMS - FSA 5795--BRMS - FSA	3990--PY Benefit Adjustments 3990--PY Benefit Adjustments	20136002330 20136002330	250.00 250.00	85.00 165.00	In Transit In Transit	000--General 000--General	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/10/2023	1/2/2023	B-267305531	5943--MYTEK Lab, Inc.	5880--Instructional Vendors &	20136002345	49.00	49.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/3/2023	B-267304530	2277--Jamie Butterworth	5880--Instructional Vendors &	20136002362	40.00	40.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/2/2023	B-267304487	4165--Denise A. Klein	5880--Instructional Vendors &	20136002364	220.00	220.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/1/2023	B-267304484	5845--Eriko Tsuji	5880--Instructional Vendors &	20136002340	220.00	220.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/3/2023	B-267305260	3330--American Tiger Martial Arts & Fitness	5880--Instructional Vendors &	20136002337	219.00	219.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/4/2023	B-267305513	5847--Mastery Tutoring with Monique	5880--Instructional Vendors &	20136002373	200.00	200.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	12/28/2022	B-267304564	2070--Cindi Washam	5880--Instructional Vendors &	20136002371	180.00	180.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/31/2022	B-267304571	1873--Krav Maga of Orange County	5880--Instructional Vendors &	20136002354	176.00	176.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/30/2022	B-267305779	1863--Jing Ma	5880--Instructional Vendors &	20136002348	140.00	140.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	12/22/2022	D497	2390--Barnabas Robotics, Inc.	4310--Materials & Supplies	20136002346	131.38	131.38	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/1/2023	B-267304570	1419--Kick It Up	5880--Instructional Vendors &	20136002369	130.00	130.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	12/30/2022	B-267300596	5829--Broadway Gymnastics School	5880--Instructional Vendors &	20136002343	126.00	126.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/4/2023	B-267305512	3135--Amber Barney	5880--Instructional Vendors &	20136002342	122.20	122.20	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/3/2023	B-267305445	1971--Abby Zabby LLC DBA Home School Coa	5880--Instructional Vendors &	20136002361	82.50	82.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/3/2023	B-267306316	5821--Swish and Clay	5880--Instructional Vendors &	20136002372	409.25	409.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/2/2023	B-267304498	4174--FortePiano Music School	5880--Instructional Vendors &	20136002363	358.00	358.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/3/2023	B-267304307	1984--The Coburn School 1984--The Coburn School	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002358 20136002358	346.10 346.10	128.10 218.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/10/2023	1/5/2023	B-267305299	5568--Gracenotemusic, Inc.	5880--Instructional Vendors &	20136002356	340.00	340.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/1/2023	B-267304499	5457--Friends of Willow Tree	5880--Instructional Vendors &	20136002365	270.00	270.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/28/2022	B-267305789	2132--Piano Studio of Natalie Warren	5880--Instructional Vendors &	20136002375	270.00	270.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/31/2022	B-267304478	2232--Deborah Deifs	5880--Instructional Vendors &	20136002349	250.00	250.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/31/2022	B-267305788	1415--Honq Lianq	5880--Instructional Vendors &	20136002359	240.00	240.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/3/2023	B-267306111	1064--Redlands Gymnastics Club 1064--Redlands Gymnastics Club	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002341 20136002341	237.00 237.00	79.00 158.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/10/2023	12/30/2022	B-267304527	1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors &	20136002355	230.00	230.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/2/2023	B-267306314	5473--STEAM Academy	5880--Instructional Vendors &	20136002368	800.00	800.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/4/2023	B-267305771	5545--Oksana Kalnuka dba OC Dancing	5880--Instructional Vendors &	20136002352	780.00	780.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	12/30/2022	B-267305751	3005--New California Conservatory of Music	5880--Instructional Vendors &	20136002336	702.00	702.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/4/2023	B-267306235	1412--South Coast Conservatory	5880--Instructional Vendors &	20136002338	688.00	688.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

1/10/2023	12/14/2022	3947257	1201--Rainbow Resource Center, Inc.	4100--Textbooks & Core Curricu	20136002347	686.22	89.72	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	3947256	1201--Rainbow Resource Center, Inc.	4100--Textbooks & Core Curricu	20136002347	686.22	29.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	3953428	1201--Rainbow Resource Center, Inc.	4100--Textbooks & Core Curricu	20136002347	686.22	88.79	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/22/2022	3953430	1201--Rainbow Resource Center, Inc.	4100--Textbooks & Core Curricu	20136002347	686.22	166.95	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3953044	1201--Rainbow Resource Center, Inc.	4100--Textbooks & Core Curricu	20136002347	686.22	135.83	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3953044	1201--Rainbow Resource Center, Inc.	4100--Textbooks & Core Curricu	20136002347	686.22	86.56	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/1/2023	B-267306096	2147--Rebecca Meta Scott	5880--Instructional Vendors &	20136002350	619.66	407.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2147--Rebecca Meta Scott	5880--Instructional Vendors &	20136002350	619.66	212.16	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/2/2023	B-267306321	5494--Team Kwon Takwondo Center - Oran	5880--Instructional Vendors &	20136002353	490.20	490.20	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/1/2023	B-267300344	4104--ACA Tutoring, Inc.	5880--Instructional Vendors &	20136002367	470.00	470.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/2/2023	B-267304526	3081--Daniel Alarco, Jr.	5880--Instructional Vendors &	20136002335	455.00	455.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/28/2022	B-267305752	4182--NEWSONG Studio	5880--Instructional Vendors &	20136002366	440.00	200.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4182--NEWSONG Studio	5880--Instructional Vendors &	20136002366	440.00	240.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/10/2023	1/1/2023	B-267300357	v3054--Ascent Institute for Youth Skills Develo	5880--Instructional Vendors &	20136002351	3,650.00	3,650.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/18/2022	1K6Q-6GW6-1W0P	1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materia	20136002333	3,186.00	4.39	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materia	20136002333	3,186.00	8.52	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	1YL7-T1M4-DPKL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	18.48	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	14KR-N4DJ-K76C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	10.76	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1KKM-7PKN-VMLL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	11.72	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	1T9P-9X2G-WKVC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	15.61	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1CW3-3FD7-X1DD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	65.92	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	11XW-6M77-PC63	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	37.66	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/22/2022	1V6Y-VX4H-Y34M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	101.22	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1V1W-MKJL-JR67	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	46.79	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	1C6W-KVDN-OD1T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	8.57	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1RJM-HXG6-3QTD	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	124.96	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	11XW-6M77-YC99	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	20.11	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	1VFR-L747-DDCR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	60.11	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1O3W-NJ LX-1THX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	12.12	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	1KRL-11V6-X3YT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	20.11	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	177M-191W-14XR	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	27.83	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	13C4-LHG9-VH3H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	56.97	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	19KL-6TFN-G7FE	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	11.84	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	13PG-4GQ3-YT66	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	24.23	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	121G-4L8G-7F3K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	9.64	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	19LV-JGKV-Y7YM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	36.33	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	1MMM-VHPY-D77V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	6.54	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1NMR-XLXW-XVKK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	9.64	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1NMR-XLXW-XVKK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	101.21	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Warner
	12/19/2022	1YR1-WKNJ-D3V6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	51.69	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	11XW-6M77-Y3QJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	20.11	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1YL7-T1M4-1WNP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	111.38	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1111-7HMC-V47P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	21.70	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/25/2022	13YT-HH9J-9THC	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	64.19	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1111-7HMC-V47P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	17.40	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	177M-L91W-4N6P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	145.57	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	163Q-GFOF-LM8N	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	174.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1J06-17P9-YFYV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	17.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1J0C-9C01-H9M3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	54.10	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1V1W-MKJL-JR67	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	9.64	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1RMR-3PWH-WHGG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	62.44	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	11Y1-QDML-H0XK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	146.95	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1T1M-AL0K-GH74	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	160.78	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1YWC-VGQX-1LPH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	37.09	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/23/2022	1T3W-TK06-3P1T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	44.90	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	1V6Y-VX4H-Y34M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	228.89	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1YWC-VGQX-OP6Y	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	9.69	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1L6X-PLM7-WXJK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	106.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1HXJ-R3FF-194D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	15.69	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1RTX-IQW3-WX01	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	9.69	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1D6Q-CQ4M-1FTV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	87.66	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1111-7HMC-GPN4	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	23.90	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1NLC-VLMO-XHLL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	65.57	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1LCO-JWPM-LW77	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002333	3,186.00	28.21	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1M0G-LYNC-XR0W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	71.62	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1HYH-W99P-LGKM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002333	3,186.00	13.13	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
				4310--Materials & Supplies	20136002333	3,186.00	58.24	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	12/1/2022	1VVT-9W6M-3RXM	1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materia	20136002331	2,950.62	4.80	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materia	20136002331	2,950.62	9.33	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/2/2022	1WYM-RFDH-9GYM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	112.57	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	218.53	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
	12/8/2022	1LYV-KKLY-7146	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002331	2,950.62	31.48	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002331	2,950.62	61.11	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/11/2022	1DPJ-9LDJ-NVV1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	25.37	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/10/2022	1TAN-V3D3-G3GQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	211.32	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/9/2022	1IL6-19YR-9WZD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	89.69	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/8/2022	1FCR-6M3X-7HPJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	16.14	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/11/2022	193M-TLYL-PPVV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	10.76	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	1V6Y-VX4H-Y34M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002331	2,950.62	228.89	In Transit	910--Instructional Funds	2053--Excel Academy Charter School

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

1/10/2023	1/2/2023	B-267304479	5654--Denise Williams 5654--Denise Williams	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002360 20136002360	2,000.00 2,000.00	1,600.00 400.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/10/2023	12/28/2022	B-267305515	2244--Miss Crady the Math Lady 2244--Miss Crady the Math Lady	5880--Instructional Vendors & 5880--Instructional Vendors &	20136002370 20136002370	1,960.00 1,960.00	1,292.50 667.50	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/10/2023	1/3/2023	B-267306199	2315--Roos Music	5880--Instructional Vendors &	20136002339	1,500.00	1,500.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2023	1/3/2023	300010323	5522--KM Educational Consulting & Executive 5522--KM Educational Consulting & Executive	5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven	20136002374 20136002374	1,162.50 1,162.50	395.25 767.25	In Transit In Transit		900--Operations 900--Operations	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/10/2023	12/22/2022	INV2285533	1321--Art of Problem Solving	4100--Textbooks & Core Curricu	20136002344	970.00	970.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/19/2022	B-267291934	v3076--Cristina E. O'Connell	5880--Instructional Vendors &	Voided - 10136004328	-390.00	-390.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	11/30/2022 11/30/2022	B-267263480 B-267259481	v3076--Cristina E. O'Connell v3076--Cristina E. O'Connell	5880--Instructional Vendors & 5880--Instructional Vendors &	Voided - 10136004257 Voided - 10136004257	-525.00 -525.00	-460.00 -65.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
1/17/2023	11/17/2022 11/18/2022	206269 206271	2074--Thinkwell Corporation 2074--Thinkwell Corporation	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004408 10136004408	91.40 91.40	61.45 29.95	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/17/2023	12/9/2022	16320	1243--JackKris Publishing, LLC	4100--Textbooks & Core Curricu	10136004404	47.12	47.12	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/20/2022 12/20/2022	P41881290001 P41879840101	1171--Discount School Supply 1171--Discount School Supply	4310--Materials & Supplies 4310--Materials & Supplies	10136004415 10136004415	45.39 45.39	12.68 32.71	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
1/17/2023	12/21/2022	136573	1224--Oak Meadow Inc	4100--Textbooks & Core Curricu	10136004401	309.66	309.66	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/20/2022 12/7/2022	151 150	5302--Little Ears Therapy Center 5302--Little Ears Therapy Center	5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven	10136004438 10136004438	280.00 280.00	160.00 120.00	In Transit In Transit	Speech Services Speech Services	907--SPED 907--SPED	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/17/2023	12/14/2022	10318	5197--Gallagher Pediatric Therapy	5100--SpEd Consultants and Ven	10136004411	279.48	279.48	In Transit	OT Services	907--SPED	2073--Excel Academy Charter School - Helendale
1/17/2023	1/5/2023	B-267311937	5534--Academy of Ballet Arts	5880--Instructional Vendors &	10136004396	266.00	266.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/22/2022	1213	5572--Sunny Kids Therapy	5100--SpEd Consultants and Ven	10136004422	261.25	261.25	In Transit	OT Services	907--SPED	2053--Excel Academy Charter School - Warner
1/17/2023	1/5/2023	B-267312974	5704--Achieve, Inc.	5880--Instructional Vendors &	10136004402	250.00	250.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	1/5/2023	B-267312977	5453--Riverside Ballet Arts	5880--Instructional Vendors &	10136004400	215.00	215.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/26/2022	2252	3036--BioBox Labs LLC	4100--Textbooks & Core Curricu	10136004416	213.93	213.93	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/15/2022	4371217	1156--Barnes and Noble	4100--Textbooks & Core Curricu	10136004449	202.82	202.82	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/17/2023	1/6/2023	B-267312978	5589--Rock Fitness	5880--Instructional Vendors &	10136004419	200.00	200.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	1/8/2023	B-267313010	2117--Thrive Academics, Inc	5880--Instructional Vendors &	10136004435	200.00	200.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/20/2022 12/20/2022	26727724 267277626	1322--Brave Writer, LLC 1322--Brave Writer, LLC	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004395 10136004395	197.90 197.90	168.00 29.90	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/17/2023	12/14/2022 12/19/2022 12/14/2022	47923 47970 47922	1211--Teaching Textbooks 1211--Teaching Textbooks 1211--Teaching Textbooks	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004429 10136004429 10136004429	165.24 165.24 165.24	55.08 43.08 67.08	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
1/17/2023	12/15/2022	3641	5051--Outside the Box Creations LLC	4100--Textbooks & Core Curricu	10136004427	152.82	152.82	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	1/8/2023	B-267312956	5468--Michelle's Keys Piano Studio	5880--Instructional Vendors &	10136004431	120.00	120.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	1/5/2023	B-267313014	v3112--VCMA Villatoro Champion Martial Arts v3112--VCMA Villatoro Champion Martial Arts	5880--Instructional Vendors & 5880--Instructional Vendors &	10136004445 10136004445	566.00 566.00	149.00 417.00	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/17/2023	12/16/2022	1190539410	2056--LEGO Education	4310--Materials & Supplies	10136004410	565.38	565.38	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/9/2022 12/13/2022 12/27/2022 12/16/2022	SI-168039 SI-168186 SI-168676 SI-168419	1978--The Logic of English 1978--The Logic of English 1978--The Logic of English 1978--The Logic of English	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4310--Materials & Supplies 4310--Materials & Supplies	10136004447 10136004447 10136004447 10136004447	545.17 545.17 545.17 545.17	241.55 124.59 25.69 7.53	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 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/17/2023	12/19/2022 12/19/2022	SI-168478 SI-168474	1978--The Logic of English 1978--The Logic of English	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004447 10136004447	545.17 545.17	81.20 51.70	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/17/2023	12/15/2022	18701	2445--Beautiful Feet Books, Inc.	4100--Textbooks & Core Curricu	10136004399	533.45	533.45	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/21/2022	EX2022.11	5400--Therapy in Action	5100--SpEd Consultants and Ven	10136004446	505.00	505.00	In Transit		907--SPED	2073--Excel Academy Charter School - Helendale
1/17/2023	1/7/2023	B-267311918	2717--Tree of Knowledge	5880--Instructional Vendors &	10136004421	500.00	500.00	In Transit		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/17/2023	12/22/2022 12/22/2022	2.90637E+11 2.93074E+11	2114--Lakeshore Learning Materials 2114--Lakeshore Learning Materials	4310--Materials & Supplies 4310--Materials & Supplies	10136004425 10136004425	491.54 491.54	200.06 291.48	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/17/2023	1/5/2023	B10016572	1295--BookShark, LLC	4310--Materials & Supplies	10136004439	472.75	72.72	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/15/2022 12/21/2022	B10016253 B10016363	1295--BookShark, LLC 1295--BookShark, LLC	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004439 10136004439	472.75 472.75	193.78 278.97	In Transit In Transit		910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
1/17/2023	12/20/2022 12/20/2022 12/20/2022	200899 400488 599554 133960	3031--Essentials in Writing 3031--Essentials in Writing 3031--Essentials in Writing 3031--Essentials in Writing	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	10136004437 10136004437 10136004437 10136004437	462.15 462.15 462.15 462.15	125.05 87.00 125.05 125.05	In Transit In Transit In Transit In Transit		910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
1/17/2023	12/14/2022	5534410	5411--Total Education Solutions	5100--SpEd Consultants and Ven	10136004414	460.00	460.00	In Transit		907--SPED	2073--Excel Academy Charter School - Helendale
1/17/2023	12/16/2022	12162022-01	5110--Code WizardsHQ	4100--Textbooks & Core Curricu	10136004406	447.00	447.00	In Transit		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/17/2023	12/13/2022 12/13/2022 1/4/2023 12/20/2022 12/20/2022 12/16/2022 12/13/2022	472106 471570 476590 474114 474112 473141 472104	1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools	4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies	10136004397 10136004397 10136004397 10136004397 10136004397 10136004397 10136004397	443.58 443.58 443.58 443.58 443.58 443.58 443.58	61.09 63.02 47.55 69.08 68.18 69.05 65.61	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	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

	11/30/2022	B-267259481	v3076--Cristina E. O'Connell	5880--Instructional Vendors &	20136002406	915.00	65.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	B-267291934	v3076--Cristina E. O'Connell	5880--Instructional Vendors &	20136002406	915.00	390.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/24/2022	3526249305	1264--Staples	4310--Materials & Supplies	20136002401	107.74	107.74	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/5/2023	B-267312975	1937--Play Your Part, Inc.	5880--Instructional Vendors &	20136002391	95.00	95.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/13/2022	204624A	1167--The Critical Thinkin Co.	4100--Textbooks & Core Curricu	20136002404	52.49	52.49	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	12/13/2022	D492	2390--Barnabas Robotics, Inc.	4310--Materials & Supplies	20136002398	35.40	35.40	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	1/6/2023	B-267312267	1441--AVPA at La Sierra University	5880--Instructional Vendors &	20136002400	280.00	280.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/6/2023	B-267312254	1881--Arden Academy for Gifted Youth	5880--Instructional Vendors &	20136002396	208.34	208.34	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/8/2023	B-267312624	3318--M3 Creative Academy	5880--Instructional Vendors &	20136002393	180.00	180.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	1/4/2023	B-267306095	2507--Protege Education	5880--Instructional Vendors &	20136002383	172.00	172.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	1/8/2023	B-267312327	1399--Gryphon Fitness Studio	5880--Instructional Vendors &	20136002386	140.00	140.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	1/5/2023	B-267312323	5561--Firestorm Freerunning - Galaxy LLC	5880--Instructional Vendors &	20136002395	553.06	553.06	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/12/2022	1VY1-PX17-VT1C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002377	408.74	193.97	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1F4-GTVY-797C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002377	408.74	9.30	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/26/2022	14TQ-7CQK-DX79	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	43.09	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1T4R-GPCY-GCTT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002377	408.74	4.92	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/27/2022	1G4V-DPDX-QH3X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002377	408.74	118.59	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/5/2022	1XMY-NLJC-V64W	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002377	408.74	15.01	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
1/18/2023	1/5/2023	B-267312710	5492--Mathnasium of Ladera Ranch	5880--Instructional Vendors &	20136002385	401.59	401.59	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/23/2022	1TPH-9JVA-4WT4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	313.81	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Helendale
	12/26/2022	16XY-6D4Q-JR7N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	11.73	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/26/2022	1J7C-CD3G-JJH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	21.54	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1W4R-FQVH-NDKJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	23.20	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/23/2022	1FNP-TKN1-437R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	171.14	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/24/2022	1J3Y-W6FN-9TX9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	168.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/8/2023	1RXH-FLVA-K6JW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	162.76	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1W4R-FQVH-NDKJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	23.20	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/8/2023	1MVH-1FCR-LW76	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	52.28	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/10/2023	1RH4-43CK-7DMV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	87.80	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/10/2023	1GK1-T9WJ-T94L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	47.76	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/6/2023	14NO-H337-7QPG	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002381	1,352.51	183.76	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/10/2023	1F9N-RTFJ-7WMR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	45.48	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	1YYC-3TXX-3DDN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002381	1,352.51	20.16	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	1/6/2023	B-267312332	1988--Joe Ferrante Music Academy	5880--Instructional Vendors &	20136002397	1,152.00	1,152.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	12/20/2022	31513	3212--WriteAtHome, Inc.	4100--Textbooks & Core Curricu	20136002390	1,073.00	299.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	B-267313015		3212--WriteAtHome, Inc.	4100--Textbooks & Core Curricu	20136002390	1,073.00	324.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			3212--WriteAtHome, Inc.	4100--Textbooks & Core Curricu	20136002390	1,073.00	449.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	1/6/2023	B-267312292	3240--Creative Creatures & Co.	5880--Instructional Vendors &	20136002403	1,019.75	1,019.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/9/2023	B-267312372	3136--Kid's Club Spanish School, LLC	5880--Instructional Vendors &	20136002399	900.00	900.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/8/2023	B-267312976	2078--Private Ballet Coaching with Lauren Hen	5880--Instructional Vendors &	20136002402	900.00	900.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/5/2023	B-267312242	2577--Amanda Leigh Holiday	5880--Instructional Vendors &	20136002389	870.50	870.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/5/2023	B-267312317	1789--Fashion Camp - Create, Design, Sew, U	5880--Instructional Vendors &	20136002384	782.30	782.30	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	B-267312405		4186--Kidz Golf Club	5880--Instructional Vendors &	20136002392	731.75	731.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/15/2022	742	2276--KiwCo., Inc.	4100--Textbooks & Core Curricu	20136002387	682.33	204.51	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2276--KiwCo., Inc.	4100--Textbooks & Core Curricu	20136002387	682.33	477.82	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	1/5/2023	B-267313021	1586--Writtenburg Door	5880--Instructional Vendors &	20136002388	8,112.37	2,115.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1586--Writtenburg Door	5880--Instructional Vendors &	20136002388	8,112.37	5,997.37	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	1/4/2023	B-267306310	2583--Spanish Advantage	5880--Instructional Vendors &	20136002394	5,750.25	1,552.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2583--Spanish Advantage	5880--Instructional Vendors &	20136002394	5,750.25	4,197.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/26/2022	1LJL-16GX-FXQ7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	16.11	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/31/2022	1XNW-JFWP-H7K7	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002380	4,412.37	19.55	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	145.43	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/24/2022	16WH-RMUN-9NH6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	264.04	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1W73-FKCA-D6Y3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	13.04	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1K3R-9K3H-4HPQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	20.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/28/2022	1LCE-13CV-V9JG	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002380	4,412.37	47.98	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/27/2022	117X-1XTR-MVMR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	344.03	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	14D4-MKQ6-9K13	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	48.49	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/26/2022	117X-1XTR-MVMR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	14.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/23/2022	117X-1XTR-47KN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	10.13	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1TQW-148R-K4QK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	203.55	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/24/2022	1J7C-CD3G-7D9P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	8.22	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/26/2022	1Y6Y-KTF7-KF6W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	186.75	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/27/2022	1FNP-TKN1-437R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	8.85	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/23/2022	1DHM-Q1T7-4X6Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	27.47	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1G3D-RPXG-HL1H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	721.08	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/25/2022	14D4-MKQ6-9K13	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	203.55	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/28/2022	1PWH-C9NK-1Vf6	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002380	4,412.37	58.15	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/25/2022	1LJL-16GX-9TLW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	58.92	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/26/2022	1TQW-148R-K4QK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	59.07	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/30/2022	1XWL-LQJH-FXRC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	58.67	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/30/2022	1HD1-KDMY-D4T9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	6.48	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/25/2022	16XY-6D4Q-JR7N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	52.12	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/24/2022	1J3Y-W6FN-9RMX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	56.70	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/28/2022	1PCM-QWY3-TTRY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	34.90	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/27/2022	14MJ-RNVC-LFQC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	107.74	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1FFC-FS3H-HL1T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	21.97	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/26/2022	1T4R-GPCY-H4TW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	40.35	In Transit	910--Instructional Funds	

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

	12/25/2022	1KNR-MYJC-9LWG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	36.31	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/26/2022	19VP-KNAM-HMM9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	15.99	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/27/2022	1D6Y-MK6E-TM7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	13.49	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/8/2023	1DEY-MK6E-KFH7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	13.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/23/2022	1XXY-NRRY-6VLK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	24.46	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/6/2023	146G-IRWV-KLKV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002380	4,412.37	6.42	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/8/2023	1OGT-OVHR-HHNF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	48.25	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/3/2023	1LXU-OX6G-VYDH	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002380	4,412.37	10.98	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/20/2023	146G-IRWV-KLKV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002380	4,412.37	12.12	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/6/2023	1OPG-K7CJ-6JC7	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002380	4,412.37	12.09	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/1/2023	1LLK-P4PX-M7KG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	47.35	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/10/2023	11MR-KD1V-70HW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	12.12	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/10/2023	19LJ-16LD-941L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	67.77	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/2/2023	17AL-9FLV-NVHL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	19.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/4/2023	17L1-8C9V-UMW3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	63.01	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/3/2023	1LLK-P4PX-TRPY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002380	4,412.37	38.78	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	12/20/2022	1377-CCOT-11VU	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	16.14	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	11MR-DQ1V-MN46	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	44.61	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1M7G-WXYG-MGFH	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002379	3,816.29	99.52	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
	12/21/2022	111T-PRCF-NGX8	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002379	3,816.29	51.27	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
	12/21/2022	1FCP-PVFL-TF4Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	113.99	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1V7R-DQ1V-LHRW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	208.98	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	19TR-JKCR-GUJ3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	121.07	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	1M7G-WXYG-4CKC	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002379	3,816.29	53.28	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	1M7G-WXYG-4CKC	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002379	3,816.29	42.56	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1XXW-R617-NeWd	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	30.13	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1V7R-DQ1V-QJDM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	18.48	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1707-3NWX-KX09	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	146.04	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1V7D-HP4R-GFDR	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002379	3,816.29	48.19	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1YL7-T1M4-HRRQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	302.45	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1Y17-L1M4-WRGL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	66.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/22/2022	1Y17-L1M4-WRGL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	66.75	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	177M-L91W-NDRM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	123.40	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	14TQ-3DQV-8LWJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	207.74	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/22/2022	1L1T-PRCF-YY4N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	49.12	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/22/2022	1DOF-1913-XMW9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	69.55	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	11TY-ODML-LN7V	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002379	3,816.29	130.52	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1L1T-PRCF-MQNK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	65.20	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/22/2022	14TQ-3DQV-8LWJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	135.15	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1FCP-PVFL-RDDP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	68.27	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1HOG-Q6DW-NCXD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	34.42	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1V7R-DQ1V-NT3T	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002379	3,816.29	177.76	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	134H-3PDR-9Y6P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	15.08	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	1TRK-W6LQ-MTTP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	27.02	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/22/2022	14MJ-RNQC-1RMJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	41.82	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1FCP-PVFL-V3CV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	10.97	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1R1M-HXG6-PHYH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	36.08	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1L1T-PRCF-N44F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	86.18	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	1TTM-NLOK-MHJP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	132.97	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/22/2022	1V6Y-VX4H-WYPN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	25.16	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1HOG-Q6DW-6V9P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	12.61	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	1FCP-PVFL-M49G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	90.95	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/22/2022	1XP4-9WDV-YVMP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	27.48	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	146G-IRWV-477D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	146.41	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1DOF-1913-T91X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	43.67	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1L1T-PRCF-VLVR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	214.40	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1XP4-9WDV-QG4E	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	184.29	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/22/2022	1VJW-MKLU-WM6J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	15.32	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1RMR-3PWH-RTLW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002379	3,816.29	133.88	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/18/2023	12/14/2022	16X1-FYVN-DOV0	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002378	3,807.75	11.09	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
	12/15/2022	1CW3-3F07-TLW4	1925--Amazon Capital Services, Inc.	4320--Office Supplies	20136002378	3,807.75	21.52	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
	12/15/2022	16K6-KTGL-HHR8	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	185.19	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	1VLF-N4CK-4DCG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	37.18	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/14/2022	1TXV-9Y9P-7FCC	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002378	3,807.75	38.49	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/15/2022	14GK-MW44-4Y4L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	81.18	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	1YMR-D1CV-FNRF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	83.83	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	1KML-11VG-P94X	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002378	3,807.75	27.32	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/17/2022	17R6-FGLC-NG1D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	67.78	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/17/2022	1CXJ-P4LP-NCT1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	29.29	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1KML-11VG-VQ7X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	24.83	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/15/2022	1NMR-XXKW-DY1Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	113.60	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	1GPA-QRVE-PTXG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	94.75	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/11/2022	1KRL-WYMW-NCX7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	14.87	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	13FN-1QCV-69KW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	144.87	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/10/2022	1OXS-GVWV-HW0Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	47.10	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/14/2022	1D1V-J1MK-71KW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	44.88	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	19LV-JGKV-GM47	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	143.94	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	1HWC-GJ4V-6694	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002378	3,807.75	30.04	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/13/2022	1C1R-TLMM-1WCP								

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

	12/17/2022	11KM-7PKN-RYF3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	167.12	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	13C4-LHG9-C3CV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	114.14	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	11WC-G1V4-4V49	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	96.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/12/2022	11CH-V3T4-1P64	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	26.93	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/12/2022	1YR9-YANN-7DK6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	187.55	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1TR9-3QP-4T0P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	190.47	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	1TV6-6HC3-M9VV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	23.68	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	1TGD-WK57-T1YX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	53.30	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1R25-3YFD-3D9Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	13.67	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	13VM-PPFY-G9LP	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	40.83	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/12/2022	1FP9-Y9HG-3Q3V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	51.35	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	1KML-11VG-PM4L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	90.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	1JDN-HWY1-136G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	213.93	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1TGD-3QP-4T0P	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	21.37	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	1RLD-KCG4-9RMF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	106.84	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	11FP-RVKG-6M7W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	61.26	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	1M76-FGLG-MY4	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	14.08	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	14WN-TLL1-NPNY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	29.08	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	11K4-JWVF-6WYV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	39.66	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	19LV-JGKV-JKTN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	80.53	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1KLY-W3WT-9DN1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	32.31	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/12/2022	16C4-VRN-3C3M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	66.68	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1PVT-P33W-2YDU	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	5.79	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	13TM-TMPH-HMD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	16.67	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1DVX-1LV4-4KVG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	10.76	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/17/2022	1TV6-6HC3-P9VM	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	117.12	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	13LD-1V6P-14QD	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	34.28	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1NXY-6MXW-74WR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	23.91	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	1R9G-JFK6-4FHX	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	13.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1YK9-7LYJ-6GDV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	18.31	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1JMR-RYUJ-11NV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	34.65	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	14GK-M3W4-F9GX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	67.26	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	1FRJ-9C6K-FN3W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	54.85	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	13LD-1V6P-14QD	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	34.28	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	13H4-7DHK-1GGY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	14.22	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	1V6V-6HP1-4F1L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	20.16	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1R9G-JFK6-4FHX	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	13.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	13H4-7DHK-1GTC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	20.82	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	1WGD-RTPP-4J LX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	37.67	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1R9G-JFK6-4FHX	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	13.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	1QNM-6K3P-6CQY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	37.41	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/13/2022	16M3-NJMC-4X9Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	35.64	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	1TV6-6HC3-PT3J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	35.52	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1VYJ-CKCX-9TMC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	44.80	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1GPG-6OPN-6NCL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002376	3,420.07	32.31	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	19LV-JGKV-M4RV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002376	3,420.07	23.68	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/14/2022	3947307	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	86.56	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/5/2023	3958877	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	54.70	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	3947312	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	104.23	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3952965	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	37.90	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3953051	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	66.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950262	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	135.55	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/22/2022	3953424	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	73.49	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3937977	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	22.53	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950310	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	32.95	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/6/2023	3959663	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	130.57	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/6/2022	3937983	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	209.81	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950212	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	215.36	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950206	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	83.96	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3953052	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	85.86	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950310	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	32.95	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3953049	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	168.26	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950228	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	194.56	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950212	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	83.96	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3953050	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	196.92	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	3952551	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	28.74	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	3950977	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	38.21	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2022	3951871	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	266.64	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/6/2023	3959719	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	282.33	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2022	3950975	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	198.96	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2022	3950217	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002382	3,219.17	37.13	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002382	3,219.17	15.90	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/18/2023	12/31/2022	INV-0072	3234--California Pacific Charter Schools	5890--Misc Other Outside Servi	20136002405	2,151.79	1,420.18	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			3234--California Pacific Charter Schools	5890--Misc Other Outside Servi	20136002405	2,151.79	751.61	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
1/23/2023	1/13/2023	IN-5141	1139--Elemental Science (Elemental Science, I	4100--Textbooks & Core Curricu	10136004465	32.25	32.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/4/2023	476591	1179--Home Science Tools	4310--Materials & Supplies	10136004461	20.35	20.35	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	12/30/2022	1190540440	2056--LEGO Education	4310--Materials & Supplies	10136004486	295.54	147.77	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/30/2022	1190540441	2056--LEGO Education	4310--Materials & Supplies	10136004486	295.54	147.77	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/9/2023	B-267339368	5703--The Coder School Irvine	5880--						

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

	1/11/2023	TLL1-4W93-LC19	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	97.72	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/10/2023	TCMX-HCT9-64FO	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	123.84	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2022	1K9W-N3L1-1PY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	153.60	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/9/2022	177D-RT1V-ADMG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	194.67	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2022	1707-3NKW-1996	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	558.52	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	116D-3HKW-GKMC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	70.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	1RG3-K9D1-FNRT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	218.32	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/16/2022	14GK-MBW4-VGFT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	35.02	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	1HFC-F33H-F1DW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	143.61	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/10/2023	1CMX-HCT9-9MV1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	47.21	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/8/2023	16JW-QTF6-LJHM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	337.24	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	117Y-QDML-CY6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	40.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/11/2023	1Y9N-LY6T-HX4Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	97.86	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/19/2023	1HWH-W99P-FNRD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	32.03	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/21/2022	1D0Q-9C01-Q7KN	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002407	7,360.46	32.60	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Warner
	1/9/2023	1RHL-43CK-36XM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	41.26	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/27/2022	16WH-RMJN-N9TW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	350.41	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/11/2023	1YLT-1TMA-QJFC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	474.31	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Warner
	12/22/2022	1HJQ-QYCY-WRDY	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002407	7,360.46	57.09	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/27/2022	16WH-RMJN-N9TW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	172.32	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/16/2022	1441-RDDF-1YY4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	54.93	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/23/2022	110H-QTXG-6HY1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002407	7,360.46	121.52	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/23/2023	1/13/2023	3964371	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	599.31	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	3960584	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	59.22	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/11/2023	3962503	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	122.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/5/2023	3958891	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	31.70	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/10/2023	3961099	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	110.22	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	3953048	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	215.36	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/11/2023	3962502	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	122.69	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/6/2023	3959666	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	85.86	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/5/2023	3958949	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	85.86	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/5/2023	3958896	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	476.27	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/5/2023	3958952	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	14.94	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/14/2022	3947668	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	20136002409	2,670.55	183.69	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/5/2023	3958950	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	29.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/10/2023	3961923	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	20136002409	2,670.55	27.02	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/13/2023	B-267339349	2610--Rebecca Linn Starbeck	5880--Instructional Vendors &	20136002414	1,696.00	138.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	2610--Rebecca Linn Starbeck				20136002414	1,696.00	1,558.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/17/2023	E79503	5728--The Grand Long Beach	5610--Facility Rents & Leases	10136004488	1,500.00	990.00	In Transit	906--Education Services	2053--Excel Academy Charter School - Warner
	5728--The Grand Long Beach				10136004488	1,500.00	510.00	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
1/23/2023	1/17/2023	B-267339310	1500--Optimus Learning School	5880--Instructional Vendors &	20136002421	1,438.75	1,438.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/10/2023	B-267338044	2956--Evolution Swim Academy Mission Viejo,	5880--Instructional Vendors &	20136002422	1,004.31	1,004.31	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/14/2023	B-267339241	v3146--Mandie Schenkenberger	5880--Instructional Vendors &	20136002410	758.00	758.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/9/2023	B-267339330	1936--Laurie Ellen Meinhold	5880--Instructional Vendors &	20136002412	520.00	520.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/12/2023	B-267339361	5871--South Coast Performing Arts, LLC	5880--Instructional Vendors &	20136002424	463.92	463.92	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/9/2023	B-267337985	2335--Caique Jiu-Jitsu	5880--Instructional Vendors &	20136002413	360.00	360.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/23/2023	1/12/2023	B-267339348	2769--Preston's Piano Studio	5880--Instructional Vendors &	20136002417	296.00	296.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	12/31/2022	774	2276--KiwiCo, Inc.	4100--Textbooks & Core Curricu	20136002420	283.89	146.44	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	2276--KiwiCo, Inc.				20136002420	283.89	137.45	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/23/2023	1/9/2023	B-267338033	2279--Coqito International, Inc	5880--Instructional Vendors &	20136002418	250.00	250.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/9/2023	B-267338040	3035--Elida Vazquez	5880--Instructional Vendors &	20136002415	225.00	225.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/12/2023	B-267338037	2269--Dunamix Dance Project, Inc	5880--Instructional Vendors &	20136002423	215.00	215.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/9/2023	B-267337579	5808--A Creative Learner	5880--Instructional Vendors &	20136002425	201.00	201.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/4/2023	965817	1148--Institute for Excellence in Writing	4100--Textbooks & Core Curricu	20136002411	195.03	195.03	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/10/2023	B-267339358	3310--Rockside Music Inc	5880--Instructional Vendors &	20136002416	160.00	160.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/23/2023	1/13/2023	56050	1195--Peace Hill Press, Inc. iba Well Trained M	4100--Textbooks & Core Curricu	20136002419	103.25	103.25	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2023	1/13/2023	INV1260403	5525--Ramsey Solutions	4100--Textbooks & Core Curricu	10136004503	70.65	70.65	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/2/2023	INV-BelAU-4813	5058--Blake eLearning Pty Ltd	4100--Textbooks & Core Curricu	10136004498	69.99	69.99	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/10/2023	C231943	2538--Memoria Press	4100--Textbooks & Core Curricu	10136004495	31.52	31.52	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	12/27/2022	7028301265	1196--Savvas Learning Company LLC	4100--Textbooks & Core Curricu	10136004493	1.00	1.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/11/2023	B-267342536	5649--Waterworks Swim School Yorba Linda	5880--Instructional Vendors &	10136004508	255.00	255.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/16/2023	479855	1179--Home Science Tools	4310--Materials & Supplies	10136004506	239.32	62.27	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/11/2023	478673	1179--Home Science Tools	4310--Materials & Supplies	10136004506	239.32	177.05	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/11/2023	B-267342517	1387--Waterworks Aquatics HB	5880--Instructional Vendors &	10136004510	223.00	223.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/4/2023	1196669	1276--Morey's Music Store, Inc.	4310--Materials & Supplies	10136004505	213.11	213.11	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/20/2023	222314	5974--Contra Costa Special Education Local PI	5895--Professional Development	10136004496	200.00	68.00	In Transit	907--SPED	2073--Excel Academy Charter School - Helendale
	5974--Contra Costa Special Education Local PI				10136004496	200.00	132.00	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
1/27/2023	1/11/2023	B-267342541	v3174--Multiver Studios LLC	5880--Instructional Vendors &	10136004519	175.00	175.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/11/2023	3650	5051--Outside the Box Creations LLC	4100--Textbooks & Core Curricu	10136004516	173.82	173.82	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2023	1/11/2023	IN-5134	1339--Elemental Science (Elemental Science, I	4100--Textbooks & Core Curricu	10136004497	160.77	46.19	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/11/2023	IN-5139	1339--Elemental Science (Elemental Science, I	4100--Textbooks & Core Curricu	10136004497	160.77	114.58	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Helendale
1/27/2023	1/9/2023	B-267342515	2211--Valerie Marich Music	5880--Instructional Vendors &	10136004502	160.00	160.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2023	1/9/2023	4376771	1156--Barnes and Noble	4100--Textbooks & Core Curricu	10136004527	159.82	159.82	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 9, 2023 at 10:00 AM

	1/20/2023	468832	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136004522	358.72	32.57	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/23/2023	469527	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136004522	358.72	32.27	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/20/2023	468828	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136004522	358.72	65.59	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/20/2023	468827	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136004522	358.72	65.59	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/20/2023	468830	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136004522	358.72	32.57	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/20/2023	468826	2129--Studies Weekly	4100--Textbooks & Core Curricu	10136004522	358.72	65.59	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2023	1/1/2023	0136194-IN	5756--School Services of California, Inc.	5300--Dues & Memberships	10136004521	340.00	224.40	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			5756--School Services of California, Inc.	5300--Dues & Memberships	10136004521	340.00	115.60	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
1/27/2023	12/17/2022	1CW3-3FD7-RXWK	1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materia	20136002426	305.46	21.54	In Transit	907--SPED	2053--Excel Academy Charter School - Warner
	1/11/2023	1PTK-FN9L-JYJ7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	18.62	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/24/2022	1HK9-3RPY-7VKY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	13.78	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/19/2022	1Y7K-W6LG-CCT13	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	23.91	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/21/2022	1DQF-19J3-NVHT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	25.98	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/14/2022	1VXK-VKLD-XMT4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	20.46	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/15/2022	16XV-HN4N-F9Y4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	6.60	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/31/2022	1VW6-GYJL-HT1L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	23.87	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/10/2023	11TX-YDOR-9X9V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	15.35	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/10/2023	1WQK-MJNH-DFJV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	18.72	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/23/2022	1G4V-DPDX-7XGW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	11.83	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/10/2023	1HDJ-P6W4-9DCY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	21.16	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/20/2022	13DH-CHHH-HL4C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	15.40	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/10/2023	1XTY-KXKD-4NWN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	19.66	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/17/2022	16KY-1WVT-THM9	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002426	305.46	24.04	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	1/9/2023	1WDT-HHTM-SGWP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	20136002426	305.46	10.76	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/26/2022	16F3-NFRX-DVC7	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	20136002426	305.46	13.78	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2023	12/6/2022	206293	2074--Thinkwell Corporation	4100--Textbooks & Core Curricu	10136004513	295.50	226.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/12/2023	206324	2074--Thinkwell Corporation	4100--Textbooks & Core Curricu	10136004513	295.50	69.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2023	1/20/2023	987406	1148--Institute for Excellence in Writing	4100--Textbooks & Core Curricu	20136002433	205.80	205.80	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/23/2023	5969-021523	5969--DeJona's Dairy	5835--Field Trips	10136004524	130.00	120.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5969--DeJona's Dairy	5835--Field Trips	10136004524	130.00	10.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2023	7/27/2022	INV189705	3337--Edmentum	4101--Textbooks & Core Curricu	20136002431	130.00	85.80	In Transit	906--Education Services	2053--Excel Academy Charter School - Warner
			3337--Edmentum	4101--Textbooks & Core Curricu	20136002431	130.00	44.20	In Transit	906--Education Services	2073--Excel Academy Charter School - Helendale
1/27/2023	1/12/2023	B-267342502	4166--The Writer's Workshop for Kids	5880--Instructional Vendors &	20136002432	75.00	75.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/14/2023	3527958076	1264--Staples	4310--Materials & Supplies	20136002430	55.34	55.34	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2023	1/12/2023	00002E01V5033	1649--UPS	5930--Postage	10136004512	51.00	33.66	In Transit	900--Operations	2053--Excel Academy Charter School - Warner
			1649--UPS	5930--Postage	10136004512	51.00	17.34	In Transit	900--Operations	2073--Excel Academy Charter School - Helendale
1/30/2023	12/31/2022	158980	v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	10136004531	5,434.26	918.00	In Transit	Counseling Services	2053--Excel Academy Charter School - Warner
			v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	10136004531	5,434.26	1,898.00	In Transit	BIS Services	2053--Excel Academy Charter School - Warner
			v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	10136004531	5,434.26	1,450.50	In Transit	OT & PT Services, OT Eval	2053--Excel Academy Charter School - Warner
			v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	10136004531	5,434.26	550.00	In Transit	OT Evaluation	2073--Excel Academy Charter School - Helendale
			v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	10136004531	5,434.26	617.76	In Transit	Counseling Services	2073--Excel Academy Charter School - Helendale
1/30/2023	1/5/2023	284-252177-12	1376--EMH Sports USA, Inc.	5100--SpEd Consultants and Ven	10136004528	2,971.25	2,068.75	In Transit	APE Services	2053--Excel Academy Charter School - Warner
	1/5/2023	284-252178-12	1376--EMH Sports USA, Inc.	5100--SpEd Consultants and Ven	10136004528	2,971.25	902.50	In Transit	APE Services	2073--Excel Academy Charter School - Helendale
1/30/2023	12/30/2022	103172	5664--Infinity Kids Corporation	5100--SpEd Consultants and Ven	10136004529	2,405.00	780.00	In Transit	Speech Services	2053--Excel Academy Charter School - Warner
			5664--Infinity Kids Corporation	5100--SpEd Consultants and Ven	10136004529	2,405.00	1,625.00	In Transit	OT & PT Services	2073--Excel Academy Charter School - Warner
1/30/2023	11/30/2022	1122	5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	10136004530	2,335.00	495.00	In Transit	APE Services	2073--Excel Academy Charter School - Helendale
	11/30/2022	EXCL02-1122	5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	10136004530	2,335.00	775.00	In Transit	ERMHS Counseling	2053--Excel Academy Charter School - Warner
			5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	10136004530	2,335.00	725.00	In Transit	OT Services	2053--Excel Academy Charter School - Warner
			5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	10136004530	2,335.00	340.00	In Transit	Speech Services	2053--Excel Academy Charter School - Warner

Total for CHASE 9313

391,712.27 391,712.27

Coversheet

Consent - Education Student/Services

Section: VIII. Consent

Item: B. Consent - Education Student/Services

Purpose:

Submitted by:

Related Material:

EACS Behavioral Improvement Plan (Template).pdf

2022_School_Accountability_Report_Card_Excel_Academy_Charter_School_-_Warner_20230127
FINAL 1-27-2023.pdf

2022_School_Accountability_Report_Card_Excel_Academy_Charter_School_-_Helendale_202301
27 FINAL 1-27-2023.pdf

Excel Academy Comprehensive School Safety Plan 22_23.pdf

2022-2023 Excel Academy Charter School COVID Safety Plan (CSP) (1).pdf

EACS BUS - Consent Items (Education) 2.9.23 (1).pdf



Behavioral Improvement Plan

Excel Academy Charter School

- BIP 1
- BIP 2 (Behavioral Intervention Meeting (BIM) may be required)
- BIP 3

Concerning: Student Name, Student #

Parent/Guardian: Name

Date:

Dear Parent or Guardian Name,

It is our goal at Excel Academy to provide a supportive learning environment for our students and to clearly communicate with our families. We value our commitment to work together to hold students accountable for their actions while working collaboratively to improve behavior through repair, respect and responsibility.

This letter is to remind you of the responsibilities that you agreed to in the Master Agreement, Acknowledgment of Responsibilities, and the Excel Academy Handbook upon enrollment in our charter school and to identify some concerns about your student’s behavior. We outline these responsibilities in the following pages for your review.

ToR Support to Date
•

The following assignment from the drop-down menu has been identified for improvement:

Inappropriate Language ▾

Additional Notes:

Mailing/Admin: 1 Technology Drive, Bldg. I- 811, Irvine, CA 92618
Phone: 949-387-7822 Fax: 949-209-2689 Website: excelacademy.education



ToR/Student Plan of Action
•

Your Teacher of Record (“ToR”) will need to meet with you and your student within five school days to ensure your student is making progress and meeting his/her educational goals.

Sincerely,

Mr. Nick Romo
Principal, Elementary Pathway

Mrs. Lorrie Wood
Principal, Secondary Pathway

Mrs. Christa Nick
Virtual Path Coordinator

Behavior Expectations

Excel Academy takes behavior violations seriously and will not tolerate inappropriate behavior as defined but not limited to the list of behaviors below. Students who cheat, cause disruption in Excel Academy classes or events, use inappropriate language, demonstrate dishonesty, plagiarize, engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act will be issued a Behavioral Improvement Plan which will include restorative measure/s to help guide students toward appropriate school behavior.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in



- conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Governing Board Policies

In addition to attendance, the parent and student must abide by all board approved policies. These policies include, but are not limited to:

- The Academic Integrity Policy
- The Civility Policy
- The Acceptable Use Policy

The complete list of all Board-approved policies as well as how to access them may be found at <https://www.excelacademy.education/board-governance/board-policies/>

Behavioral Improvement Plan Procedures

Excel Academy will issue a Behavioral Improvement Plan for a student if they violate Excel Academy's behavioral standards. The consequence of violating these behavioral standards as outlined in the BIP, may lead to suspension or involuntary withdrawal from Excel Academy.

For students who commit violations such as dishonesty, cheating, disruption, and inappropriate language, a BIP will be issued with consequences individually designed to help restore the individual student back into good standing with the school. These include but are not limited to a family meeting with the Teacher of Record and Administration, reflecting on the violation, writing a letter of apology, rewriting an assignment in question, removal from extra-curricular opportunities, removal from the National Honor Society, and/or an in-school suspension.

For students who commit plagiarism, the first offense will result in a zero on the assignment until the behavior is corrected with an opportunity for an improved grade. If



a second offense occurs, the student will receive an F/zero on the assignment in question. The student will correct the mistake without a grade increase. The zero for the assignment will remain. If a third offense occurs, the student will be removed from the class and will receive an F in the course. If a student earns an F in a course that is required for graduation, then they will be required to repeat this course for credit. Any subsequent offenses will be dealt with in a case-by-case manner.

Violations that may result in suspension or immediate involuntary withdrawal are included in the school's charter petition.

Excel Academy has reviewed Education Code Section 48900 et seq., which describes the list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions, and as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as EACS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. EACS staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Discretionary Suspension Offenses

While every attempt at restoring a student back toward appropriate school behavior is made, should the behavior be deemed so egregious that there is a concern for student safety, then a suspension will be considered. Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self- defense.
- c. Committed an obscene act or engaged in habitual profanity or vulgarity.
- d. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive.



- e. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- f. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- g. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- h. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Procedures

A. Grounds for Involuntary Withdrawal of Students

As used herein, “involuntarily withdrawn” includes disenrolled, removed, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily withdrawn for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement, Acknowledgement of Responsibilities (AoR), and the Independent Study Policy, pursuant to Education Code Section 51747(c)(4).

B. Authority to Withdraw

Students subject to involuntary withdrawal are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be withdrawn. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be withdrawn by the neutral and impartial Board of Directors. The Board of Directors shall be presided over by a designated neutral hearing chairperson. The Board of Directors may withdraw any student found to have committed a violation that warrants withdrawal. The decision of the Board of Directors shall be final.

C. Withdrawal Procedures

No student shall be involuntarily withdrawn by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to withdraw the student



no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily withdrawn and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be withdrawn until the Charter School issues a final decision.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts, charges and violations upon which the proposed withdrawal is based.
3. A copy of the Charter School's policies relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

D. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

E. Presentation of Evidence

While technical rules of evidence do not apply to withdrawal hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Board of Directors to withdraw must be supported by substantial evidence that the student committed a violation warranting removal. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be



admitted as testimony from witnesses of whom the Board of Directors determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If the Board of Directors decides not to withdraw, the student shall immediately be returned to their previous educational program.

F. Written Notice to Withdraw

The Executive Director or designee, following a decision of the Board of Directors to withdraw, shall send written notice of the decision to withdraw, including findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific violation committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to withdraw to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific violation warranting withdrawal committed by the student.

G. Withdrawal Records

The Charter School shall maintain records of all involuntary student removals at the Charter School. Such records shall be made available to the chartering authority upon request.

H. No Right to Appeal

The student shall have no right of appeal from withdrawal from the Charter School as the Charter School Board of Director's decision to withdraw shall be final.

I. Involuntarily Withdrawn Students/Alternative Education

Parents/guardians of students who are involuntarily withdrawn shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during removal.

G. Special Procedures for the Consideration of Involuntary Withdrawal of Students with Disabilities



1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the involuntary withdrawal of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of any decision to change the placement of a child with a disability due to violation of the Master Agreement or independent study policy, the Charter School, the parent, and relevant members of the IEP team or 504 team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the missed assignments/school avoidance in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the missed assignments/school avoidance was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If the Charter School, the parent, and relevant members of the IEP team or 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP team or 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was withdrawn, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.



If the Charter School, the parent/guardian, and relevant members of the IEP team or 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP or 504 Plan, then the Charter School may apply the relevant involuntary withdrawal policy and procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was withdrawn; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's Master Agreement or independent study policy may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the violation occurred.



The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Excel Academy Charter School - Warner

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Excel Academy Charter School - Warner
Street	1 Technology Dr., i-811, Irvine, CA 92618
City, State, Zip	Irvine
Phone Number	949-387-7822
Principal	Jennifer Craig, Director
Email Address	jcraig@excelacademy.education
School Website	https://www.excelacademy.education/
County-District-School (CDS) Code	California

2022-23 District Contact Information

District Name	Excel Academy Charter School - Warner
Phone Number	949-387-7822
Superintendent	Heidi Gasca, Executive Director
Email Address	hgasca@excelacademy.education
District Website Address	https://www.excelacademy.education/

2022-23 School Overview

Excel Academy offers a tuition-free, personalized learning independent study model for students in grades TK-12. Our high-quality model of education is rooted in flexible learning, personalized pacing schedules, and proven systems of support. Our school offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a ToR. Our credentialed ToRs work with their assigned students to identify and implement a personalized learning plan for each student. ToRs and students meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. In addition, families meet at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP).

During the 2022-23 school year, Excel Academy will continue to involve all Educational Partners in decision-making at the school level through participation in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Council (PAC), and streamlined daily, weekly, and monthly communication. The focus on the connections between Educational Partners and Excel Academy is to foster investment in education and provide meaningful transparent communication. Excel Academy will continue to gather baseline data from internal assessments and the upcoming California Assessment of Student Performance and Progress (CAASPP) results, and will work to meet or exceed student performance data in both English language arts (ELA) and math by 2% each year. Excel Academy will establish baseline data of college and career readiness at the conclusion of the 2022-23 school year and will strive to increase 2% annually in the number of students that are college and career ready. Excel Academy will maintain a rate of average daily attendance (ADA) at 95% or higher or increase ADA by 2% each school year until reaching 95% or above, and will maintain less than a 1% suspension and expulsion rate. Excel Academy aims for students to complete all standards in ELA, math, science, social studies, visual and performing

2022-23 School Overview

arts, physical education, health, and world languages, while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

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.

Our Vision

Life is what you create....at Excel Academy we bring students to LIFE through:

LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy's curriculum options not only align to California's academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.

FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	172
Grade 1	102
Grade 2	123
Grade 3	124
Grade 4	126
Grade 5	102
Grade 6	103
Grade 7	91
Grade 8	110
Grade 9	65
Grade 10	48
Grade 11	50
Grade 12	40
Total Enrollment	1,256

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.0
Asian	14.8
Black or African American	3.1
Filipino	1.8
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.3
White	42.3
English Learners	2.9
Foster Youth	0.0
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	31.6
Students with Disabilities	10.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.70	33.63	86.00	57.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.20	1.60	1.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	37.50	63.92	58.00	38.89	12115.80	4.41
Unknown	1.30	2.23	3.00	2.05	18854.30	6.86
Total Teaching Positions	58.70	100.00	149.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	37.50	
Total Out-of-Field Teachers	37.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Excel Academy offers a tuition-free, independent study personalized learning model for students in grades TK-12. Our school allows parents, in collaboration with their highly qualified, California-credentialed Teacher of Record (ToR), to select from vetted curriculum and educational resources and materials from approved community providers using instructional funds provided by the charter school. Using these educational resources, families create a customized learning experience for their children in partnership with their ToR. Excel Academy has an administrative team that examines the curriculum choices allowed by the school each year, with an emphasis on ensuring all curricula meet the California Content Standards for each subject. Additionally, ToRs act as a highly qualified partner to the parent, ensuring each student's specific needs are met and acting as the final decision maker for the student's curricula. English learner (EL) students have access to a standards-aligned English language development (ELD) curriculum. Intervention students have access to standards-aligned intervention curriculum in the areas of mathematics and English language arts (ELA).

In addition, the school provides access for all students to online grade-level standards curriculum through a variety of online programs such as Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney CodeIllusion, National Student ClearingHouse, PearDeck, Virtual Course Training, Starfall, and Tutor.com. Students who are identified in the "What I Need" (WIN) program are provided with access to ReadLive, MobyMax, and Thinkwell.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0%
Mathematics		Yes	0%
Science		Yes	0%
History-Social Science		Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements

Excel Academy is a non-classroom based charter school.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	54	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	671	644	95.98	4.02	65.53
Female	333	315	94.59	5.41	71.11
Male	338	329	97.34	2.66	60.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	98	98	100.00	0.00	81.63
Black or African American	18	18	100.00	0.00	61.11
Filipino	14	14	100.00	0.00	85.71
Hispanic or Latino	184	177	96.20	3.80	55.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	69	90.79	9.21	66.67
White	279	266	95.34	4.66	65.41
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	181	172	95.03	4.97	54.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	74	71	95.95	4.05	30.99

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	671	643	95.83	4.17	53.65
Female	333	315	94.59	5.41	52.70
Male	338	328	97.04	2.96	54.57
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	98	98	100.00	0.00	74.49
Black or African American	18	18	100.00	0.00	61.11
Filipino	14	14	100.00	0.00	85.71
Hispanic or Latino	184	177	96.20	3.80	38.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	69	90.79	9.21	56.52
White	279	265	94.98	5.02	53.21
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	181	172	95.03	4.97	48.26
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	74	70	94.59	5.41	20.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	47.48	52.04		26.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	269	95.05	4.95	52.04
Female	143	136	95.1	4.9	48.53
Male	140	133	95	5	55.64
American Indian or Alaska Native	0	0	0	0	0
Asian	44	43	97.73	2.27	60.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	62	96.88	3.12	37.1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	34	91.89	8.11	41.18
White	128	120	93.75	6.25	58.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	59	95.16	4.84	47.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	20	83.33	16.67	15

2021-22 Career Technical Education Programs

Primary Representative: Lorrie Wood, Secondary Principal

The following two CTE pathways were offered during the 2022-2023 school year: Education, Child Development & Family Services, Marketing Sales & Service and the Health Science & Medical Technology pathways.

The courses for the respective pathways were offered:

7510: Intermediate Child Development Concentrator;

8311: Advanced Marketing

Completer

7922: Advanced Patient Care

Completer

The CTE courses serve as elective courses. They are not integrated into core courses. They help fulfill graduation requirements. EACS offers a range of CTE course options via an online curriculum provider. Additionally, live, weekly instruction from a credentialed CTE instructor in their specific pathway is open to all students. A variety of instruction including group projects, multimedia demonstrations, guest speakers, and collaborative learning activities provide a well-rounded online classroom experience. Accommodations are made to ensure that the needs unique to defined special populations of students are met.

Measurable outcomes for 7510: Intermediate Child Development Concentrator -

As a result of this study of psychology, students will demonstrate the ability to:

Understand and evaluate personality and the main theories of personality

Identify assessment techniques used to identify individual personality

Identify and understand factors that influence personality

Understand and evaluate theories of motivation and factors that influence motivation

Understand and evaluate theories of emotion and factors that influence the emotional experience

Become familiar with factors influenced by your social world

Understand the emergence and evolution of psychology as a discipline

Map the historical roots of psychology and identify and understand main psychological perspectives

Identify subfields of psychology and career opportunities available in the discipline

Understand the role of psychological research in the study of mind and behavior

Identify the components of a research study and ways to implement them to conduct research

Understand the basic components and function of neurons

Become familiar with advances in neuroscience and the tools used to study the brain

Understand the basic process of the functions of the nervous and endocrine systems

Identify the relationship between genetics, heredity, and the environment

Describe how sensation and perception occur

Understand the states and levels of consciousness

Describe the principle of classical conditioning and necessary components in the process

Describe the principle of operant conditioning and how learning occurs

Describe the principles of observational and cognitive learning and the important role it plays

Identify and explain the process of encoding in memory

Identify and explain the process of storage and retrieval and the role it plays in memory

Discuss types of memory disorders

Articulate the principles and theories of cognitive development

Define the processes involved in problem-solving, decision-making, and judgments

Evaluate the acquisition of language

Describe the structure and function of language and its relationship with thought

Differentiate types of intelligence and analyze associated testing

Distinguish methods used to study human development over the lifespan

Outline prenatal and infant development and important milestones

Describe human development in childhood and significant changes

Identify developmental milestones and markers in adolescence

Identify and discuss developmental changes that occur in adulthood until death

Articulate what stress is and how it impacts individuals

Identify ways stress can be beneficial or detrimental and how to properly manage stress

Explain essential elements for good mental and physical health and understand how government programs can assist individuals

Identify methods to optimize mental and physical health

Analyze the role of technology in today's world and evaluate the impact it has on personal development

Understand what abnormal behavior is and different historical and cultural views of abnormal behavior

Describe different psychological disorders and the various symptoms and causes of the disorders
 Outline available biomedical treatments and how treatment options and efficacy vary
 Identify psychological treatments and the theories they are based on as well as how the treatments are used by practitioners
 Discuss the impact of psychological disorders and the stigma associated with diagnosis
 Understand what learning is and how it differs from instinct and reflex
 Examine the theory of classical conditioning
 Investigate operant conditioning and its real world applications
 Discuss social learning, including modeling and vicarious conditioning
 Learn the PQ4R technique
 Learn what motivation is and how primary and secondary needs affect motivation
 Examine the five different perspectives which seek to explain motivation
 Discuss how intrinsic and extrinsic motivation affect our behaviors
 Understand what emotions and moods are, including the three components of emotions
 Investigate the physical and psychological relationship that comprises emotion
 Learn more about the history of health psychology
 Examine some common causes of stress and their effects on individuals
 Discuss the general adaptation syndrome and the effect that this has
 Investigate the four types of conflicts that individuals experience
 Explore ways of coping with and managing stress
 Learn what personality is
 Discuss Freud's three models of personality
 Investigate how cognition and thought affect personality
 Understand what personality traits and types are and how psychologists have used these concepts to study personality consistency
 Examine the person-centered approach and how other people help shape personality
 Understand what abnormal psychology is and how it differs from normal psychology
 Examine the criteria used to identify abnormal psychology and mental disorders
 Recognize the two major classification systems
 Discuss anxiety, mood, personality, and somatoform disorders
 Learn about psychotic disorders and how they differ from other psychological disorders

Methods of instruction:

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

Measurable outcomes for 8311: Advanced Marketing
 Completer

-

As a result of this study, students will demonstrate the ability to:

- Compare and contrast entrepreneurship and intrapreneurship
- Analyze advantages and disadvantages of business ownership
- Examine the four phases of the business cycle
- Describe the use of business ethics in promotion
- Discuss the global environment in which businesses operate
- Interpret labor issues associated with global trade
- Describe the determinants of exchange rates and their effects on the domestic economy
- Determine the impact of global trade on business decision making
- Explain the importance of marketing research
- Describe methods used to design marketing research studies
- Identify strategies for entering international markets
- Describe types of rating scales
- Create a marketing plan
- Compare the benefits of various types of promotional media, including direct marketing, telemarketing, and social media
- Explain the role of marketing in a free enterprise system
- Examine the concept of promotional mix
- Describe the regulation of marketing information management
- Identify and explain personal and long-term consequences of unethical or illegal behaviors
- Determine unfair business practices
- Clarify how business is affected by government regulation of consumer protection
- Examine the phases of the product life cycle
- Demonstrate the sales promotion technique of locating advertised merchandise on the selling floor
- Determine markups, markdowns, and break-even points
- Identify the psychological effects of pricing
- Explain how goods and services are ordered
- Describe the ethical considerations in channel management
- Analyze import and export laws in relation to buying and selling products in an international market
- Outline the steps in a buying plan
- Analyze current trends in marketing
- Explain economic trends related to marketing
- Compare and contrast global marketing trends
- Understand personal success characteristics for different sales positions
- Explain key factors in building a clientele
- Understand the best practices in selling that lead to exceeding customer expectations
- Explain business ethics in selling
- Describe the nature of budgets
- Understand the various methods sales managers use to develop sales forecasts
- Discover proper procedures for maintaining sales records
- Calculate sales productivity
- Identify the purposes of sales organization
- Understand the model of salesperson performance
- Describe the sales territory design process
- Discuss key approaches to determining sales force size
- Understand personal success characteristics for different sales positions
- Explain key factors in building a clientele
- Understand the best practices in selling that lead to exceeding customer expectations
- Explain business ethics in selling
- Understand how an individual's career stage influences motivation
- Discuss the effect of personal characteristics on salesperson motivation
- Examine the motivational aspects of sales contests
- Demonstrate methods to recognize and reward team performance
- Demonstrate mastery of computers and technology currently used in marketing
- Identify use of virtual means of communication
- Discuss the use of electronic presentation in demonstrations, sales meetings, staff meetings, and sales reports.
- Identify trends affecting marketing research

Methods of instruction:

- Direct instruction

- Group and individual applied projects
- Multimedia Demonstration
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

Measurable outcomes for 7922: Advanced Patient Care Completer

As a result of this study, students will demonstrate the ability to:

Discuss the history of healthcare services

Identify the components of the healthcare delivery system

Name the types of healthcare organizations and give examples of organizations that set the guidelines to oversee them

Describe the responsibilities of different members of the healthcare team to understand the importance of teamwork

Outline ways to find, apply for, and interview for a healthcare job and recognize the importance of mental health for healthcare professionals

Outline the process for building a medical term and making it plural

Recognize commonly used prefixes and suffixes

Define commonly used combining forms by translating conditions, procedures, and instruments

Identify abbreviations, acronyms, and symbols used in the medical world

Describe anatomical positions, divisions, and body positions as well as their relationship to body movement

Identify the structural units of the body (e.g., cells, tissues, and organs) and their importance in maintaining homeostasis

Describe the nutritional needs of the body and how diet may be adjusted to compensate for conditions and disorders

Outline developmental stages, milestones, and growth patterns in conjunction with the role each plays in patient health education planning

Recognize the structure and functions of the musculoskeletal system

Analyze the roles of the integumentary and sensory systems

Identify the structures and functions of the nervous system

Describe the organs and tissues of the hematopoietic and lymphatic systems

Recognize the role of the tissues and organs of the cardiovascular system

Explain the structure and function of the organs of the respiratory system

Analyze the digestive and urinary systems

Describe the parts of the reproductive and endocrine systems

Describe common pathology of the musculoskeletal and nervous systems

Investigate issues involving diseases of the sensory, integumentary, and reproductive systems

Define the digestive, urinary, and endocrine systems

Demonstrate knowledge of the pathology of the cardiovascular, lymphatic, and respiratory systems

Identify pathology of the hematopoietic system and how bloodborne pathogens spread disease

Explain developmental psychology and factors that impact mental health

Discuss legal and ethical issues and regulations related to technology in health care

Identify the contents of medical records and the importance of maintaining them

Define functions of electronic health records, electronic medical records, and computerized physician order entry systems

Analyze uses of software and peripheral devices

Describe methods used to format a schedule for patient appointments

Identify scheduling considerations

Recognize methods to manage workflow in a medical environment

Manage the medical facility environment

Analyze communication methods and methods of improvement in a medical facility

Describe the difference between ethical and legal requirements and recognize basic legal terminology as it relates to professional liability

Identify laws and legal obligations related to a healthcare professional

Analyze legal requirements related to privacy and confidentiality of patient information

Explain legal documents related to informed consent and advance directives and how these documents are used in the healthcare environment

Summarize the importance of recognizing and reporting any legal or ethical incidents or violations

Identify modes of transmission of infection and methods of infection control to stop them

Analyze levels of infection control and apply them to the sterile environment

Describe keys to proper body mechanics and patient positioning

Recognize OSHA safety standards within health care and methods of implementation

Evaluate the importance of quality control procedures within healthcare organizations

Define pharmacokinetics, including drug classifications and schedules

Identify the routes of medication administration and the role of the medical assistant

Analyze methods used to properly handle medications as well as ways to calculate dosages

Demonstrate knowledge of commonly prescribed medications and commonly used abbreviations on prescriptions

Describe immunization schedules and requirements

Measure vital signs and other patient assessment data as part of the initial intake process

Demonstrate knowledge of BLS and CPR

2021-22 Career Technical Education Programs

Recognize signs and symptoms of conditions that constitute a medical emergency
 Identify common conditions like burns, poisoning, bites, cuts, and hot/cold exposure and the first aid skills needed to treat them
 Describe conditions like asthma, hyperventilation, and the differences between common muscle or bone injuries and first aid skills to treat them
 Describe common tests using blood samples along with normal and abnormal results
 Identify common tests using methods other than blood along with normal and abnormal results
 Explain methods of blood collection including techniques and sampling processes
 Recognize methods of collection and sample handling for samples other than blood
 Analyze laboratory processes and quality control standards
 Explain the importance of insurance and the types of insurance available to patients
 Describe various healthcare delivery models and the incentives available to providers to reduce the cost of care
 Discuss processes and actions in the reimbursement process that help prepare for a patient's visit
 Identify methods of medical billing and coding
 Analyze ways to identify errors and resolve issues in a medical practice

Methods of instruction:

- Direct instruction
- Group and individual applied projects
- Multimedia Demonstration
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	87.62
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%
Grade 7	94%	95%	95%	95%	95%
Grade 9	97%	97%	97%	97%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Excel Academy offers several opportunities for parental involvement through the SSC, ELAC and PAC.

SSC is our school-level group of parents, teachers, students and administrators who work together to develop and monitor Excel Academy's continuous growth and improvement. The specific areas of monitoring include, but is not limited to:

1. School budget, including the LCAP
2. Curriculum/instruction/assessment
3. Fundraising and grants
4. School program development

Agendas are shared two weeks in advance. All Educational Partners are invited to attend and offered the opportunity to make comments at the meeting. This committee is scheduled to meet four times each year. Please contact Tamara Murphy, Intervention Coordinator, at tmurphy@excelacademy.education with any questions.

The ELAC is a committee for parents or other community members who want to advocate for English learners. School information and opportunities for English learner support and participation are shared during the meeting. This committee is scheduled to meet four times each year. Please contact Jenny Craig, Director of Assessment and Accountability, at jcraig@excelacademy.education with any questions.

The PAC is a group of parents from the Excel Academy community who meets twice per year to address and recommend changes to the Excel Academy administration regarding specific areas of school operations in order to help the school attain its goal of providing each child with the best education possible. Excel Academy believes that active parent, student, and employee participation in school operations will help foster the sustainability of our school. The PAC will play an important role in making Excel Academy even more responsive to staff, student, and parent needs, and provide for continual improvement, ensuring that Excel Academy staff practice open and positive communication with families. To that end, we welcome any inquiries into parent participation in the committee. Please contact Lorrie Wood, High School Principal, at

2022-23 Opportunities for Parental Involvement

lwood@excelacademy.education to inquire how to become involved.

Excel Academy provides several opportunities throughout the school year to seek Educational Partner feedback through surveys. In addition, we have our Family Needs Request & Feedback Form available on our website.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.6	4.3		16.7	14.3		8.9	7.8
Graduation Rate		89.7	87.2		53.7	63.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	47	41	87.2
Female	21	19	90.5
Male	26	22	84.6
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	28	27	96.4
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	14	11	78.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	11	9	81.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1378	1334	14	1.0
Female	664	648	5	0.8
Male	714	686	9	1.3
American Indian or Alaska Native	0	0	0	0.0
Asian	196	194	0	0.0
Black or African American	41	41	0	0.0
Filipino	26	23	0	0.0
Hispanic or Latino	364	349	10	2.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	131	127	1	0.8
White	578	559	3	0.5
English Learners	52	50	1	2.0
Foster Youth	2	0	0	0.0
Homeless	10	10	0	0.0
Socioeconomically Disadvantaged	449	438	7	1.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	164	156	2	1.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.18	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.11	0.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The school safety plan was last reviewed and updated with staff in October 2022. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, bloodborne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	12		
1	1	1		
2	1	6		
4	1	2		
5	1	5		
6	2	40		
Other	6	87		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	4		
1	1	7		
2	1	1		
3	1	1		
4	2	2		
5	1	1		
6	1	1		
Other	12	59	5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	10		
1	1	4		
2	1	7		
3	1	1		
4	1	3		
5	1	3		
6	1	1		
Other	10	86	1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	37	1	1
Mathematics	4	42	1	1
Science	4	35		
Social Science	3	47		1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	178		
Mathematics	1	176		
Science	1	126		
Social Science	1	148		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	178		
Mathematics	1	181		
Science	1	127		
Social Science	1	138		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1256

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	18.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,290.00	\$1,670.00	\$9,619.00	\$64,275.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Excel Academy Charter School is a non-classroom based independent-study charter school program that provides students with counseling services in academics as well as social-emotional support. Title I intervention services are provided to all at-risk students. These students receive evidence-based interventions and are closely monitored for progress. Career and Technical Education courses are available for students who wish to pursue a specific pathway.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,419
Mid-Range Teacher Salary		\$69,902
Highest Teacher Salary		\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary		\$150,971
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

2022-2023

Excel Academy teachers and staff are provided with professional development training multiple times throughout the year. These trainings include technical and compliance training, departmental updates, and special program workshops. All topics are selected by a combination of staff surveys and departmental needs. Surveys are sent to all staff before and after each training, requesting staff to input the areas they would most like training in, as well as assessing the effectiveness of the training they received, the delivery of the training, and how trainings could be improved. All of these factors are taken into consideration when developing the agendas.

Excel Academy teachers are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers have been trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. Teachers of Record (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 teacher led instruction specific to social and emotional learning (SEL) and direct literature and writing instruction, as well as identifying and supporting WIN (What I Need) intervention students who test one or more years below grade level on the fall i-Ready benchmark assessments in math and/or ELA. This included updates on how to use and monitor online programs used to support struggling students (i.e. i-Ready, Thinkwell, MobyMax, ReadLive). 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.

ToRs are continually supported during the school year to provide support and ensure implementation of professional learnings through individual Zoom or phone conferences for mentoring. In addition, follow-up videos for support are provided to all ToRs. Additionally, all departments created goals that were essentially aligned to the school goals, which ultimately drove each staff member's individual goals. Evaluations are held during the year to stay up-to-date on each individual staff member's goals and areas of growth. All administration and department leads are given the opportunity to attend two to three conferences and/or workshops throughout the year to increase their proficiency and develop their individual departmental goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	10	10

Excel Academy Charter School - Helendale

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Excel Academy Charter School - Helendale
Street	1 Technology Dr. i-811, Irvine, CA 92618
City, State, Zip	Irvine
Phone Number	949-387-7822
Principal	Jennifer Craig, Director
Email Address	jcraig@excelacademy.education
School Website	https://www.excelacademy.education/
County-District-School (CDS) Code	California

2022-23 District Contact Information

District Name	Excel Academy Charter School - Helendale
Phone Number	949-387-7822
Superintendent	Heidi Gasca, Executive Director
Email Address	hgasca@excelacademy.education
District Website Address	https://www.excelacademy.education/

2022-23 School Overview

Excel Academy offers a tuition-free, personalized learning independent study model for students in grades TK-12. Our high-quality model of education is rooted in flexible learning, personalized pacing schedules, and proven systems of support. Our school offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a ToR. Our credentialed ToRs work with their assigned students to identify and implement a personalized learning plan for each student. ToRs and students meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. In addition, families meet at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP).

During the 2022-23 school year, Excel Academy will continue to involve all Educational Partners in decision-making at the school level through participation in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Council (PAC), and streamlined daily, weekly, and monthly communication. The focus on the connections between Educational Partners and Excel Academy is to foster investment in education and provide meaningful transparent communication. Excel Academy will continue to gather baseline data from internal assessments and the upcoming California Assessment of Student Performance and Progress (CAASPP) results, and will work to meet or exceed student performance data in both English language arts (ELA) and math by 2% each year. Excel Academy will establish baseline data of college and career readiness at the conclusion of the 2022-23 school year and will strive to increase 2% annually in the number of students that are college and career ready. Excel Academy will maintain a rate of average daily attendance (ADA) at 95% or higher or increase ADA by 2% each school year until reaching 95% or above, and will maintain less than a 1% suspension and expulsion rate. Excel Academy aims for students to complete all standards in ELA, math, science, social studies, visual and performing

2022-23 School Overview

arts, physical education, health, and world languages, while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

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.

Our Vision

Life is what you create....at Excel Academy we bring students to LIFE through:

LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy's curriculum options not only align to California's academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.

FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	66
Grade 2	60
Grade 3	61
Grade 4	66
Grade 5	49
Grade 6	49
Grade 7	47
Grade 8	38
Grade 9	29
Grade 10	25
Grade 11	25
Grade 12	20
Total Enrollment	612

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.2
American Indian or Alaska Native	0.0
Asian	13.7
Black or African American	2.5
Filipino	1.1
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	1.0
Two or More Races	9.6
White	24.5
English Learners	4.6
Foster Youth	0.0
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	40.8
Students with Disabilities	11.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	45.54	203.20	73.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.36	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.60	4.10	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	22.00	53.20	64.60	23.34	12115.80	4.41
Unknown	0.20	0.60	3.80	1.38	18854.30	6.86
Total Teaching Positions	41.30	100.00	276.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	22.00	
Total Out-of-Field Teachers	22.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Excel Academy offers a tuition-free, independent study personalized learning model for students in grades TK-12. Our school allows parents, in collaboration with their highly qualified, California-credentialed Teacher of Record (ToR), to select from vetted curriculum and educational resources and materials from approved community providers using instructional funds provided by the charter school. Using these educational resources, families create a customized learning experience for their children in partnership with their ToR. Excel Academy has an administrative team that examines the curriculum choices allowed by the school each year, with an emphasis on ensuring all curricula meet the California Content Standards for each subject. Additionally, ToRs act as a highly qualified partner to the parent, ensuring each student's specific needs are met and acting as the final decision maker for the student's curricula. English learner (EL) students have access to a standards-aligned English language development (ELD) curriculum. Intervention students have access to standards-aligned intervention curriculum in the areas of mathematics and English language arts (ELA).

In addition, the school provides access for all students to online grade-level standards curriculum through a variety of online programs such as Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney CodeIllusion, National Student ClearingHouse, PearDeck, Virtual Course Training, Starfall, and Tutor.com. Students who are identified in the "What I Need" (WIN) program are provided with access to ReadLive, MobyMax, and Thinkwell.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0%
Mathematics		Yes	0%
Science		Yes	0%
History-Social Science		Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements

Excel Academy is a non-classroom based charter school.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	N/A	32	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	307	96.54	3.46	58.63
Female	159	151	94.97	5.03	62.25
Male	158	155	98.10	1.90	55.48
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	39	38	97.44	2.56	81.58
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	51.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	73.68
White	78	73	93.59	6.41	53.42
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	132	127	96.21	3.79	49.61
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	35	89.74	10.26	28.57

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	306	96.23	3.77	48.04
Female	159	150	94.34	5.66	44.00
Male	158	155	98.10	1.90	52.26
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	39	38	97.44	2.56	86.84
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	35.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.87	5.13	64.86
White	78	73	93.59	6.41	47.95
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	132	127	96.21	3.79	39.37
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	35	89.74	10.26	22.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	49.46	42.59	NT	18.11	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	108	92.31	7.69	42.59
Female	56	51	91.07	8.93	41.18
Male	60	56	93.33	6.67	44.64
American Indian or Alaska Native	0	0	0	0	0
Asian	15	12	80	20	58.33
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	59	58	98.31	1.69	41.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	63.64
White	25	23	92	8	34.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	48	96	4	37.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100	0	23.08

2021-22 Career Technical Education Programs

Primary Representative: Lorrie Wood, Secondary Principal

The following two CTE pathways were offered during the 2022-2023 school year: Education, Child Development & Family Services, Marketing Sales & Service and the Health Science & Medical Technology pathways.

The courses for the respective pathways were offered:

7510: Intermediate Child Development Concentrator;

8311: Advanced Marketing

Completer

7922: Advanced Patient Care

Completer

The CTE courses serve as elective courses. They are not integrated into core courses. They help fulfill graduation requirements. EACS offers a range of CTE course options via an online curriculum provider. Additionally, live, weekly instruction from a credentialed CTE instructor in their specific pathway is open to all students. A variety of instruction including group projects, multimedia demonstrations, guest speakers, and collaborative learning activities provide a well-rounded online classroom experience. Accommodations are made to ensure that the needs unique to defined special populations of students are met.

Measurable outcomes for 7510: Intermediate Child Development Concentrator -

As a result of this study of psychology, students will demonstrate the ability to:

Understand and evaluate personality and the main theories of personality

Identify assessment techniques used to identify individual personality

Identify and understand factors that influence personality

Understand and evaluate theories of motivation and factors that influence motivation

Understand and evaluate theories of emotion and factors that influence the emotional experience

Become familiar with factors influenced by your social world

Understand the emergence and evolution of psychology as a discipline

Map the historical roots of psychology and identify and understand main psychological perspectives

Identify subfields of psychology and career opportunities available in the discipline

Understand the role of psychological research in the study of mind and behavior

Identify the components of a research study and ways to implement them to conduct research

Understand the basic components and function of neurons

Become familiar with advances in neuroscience and the tools used to study the brain

Understand the basic process of the functions of the nervous and endocrine systems

Identify the relationship between genetics, heredity, and the environment

Describe how sensation and perception occur

Understand the states and levels of consciousness

Describe the principle of classical conditioning and necessary components in the process

Describe the principle of operant conditioning and how learning occurs

Describe the principles of observational and cognitive learning and the important role it plays

Identify and explain the process of encoding in memory

Identify and explain the process of storage and retrieval and the role it plays in memory

Discuss types of memory disorders

Articulate the principles and theories of cognitive development

Define the processes involved in problem-solving, decision-making, and judgments

Evaluate the acquisition of language

Describe the structure and function of language and its relationship with thought

Differentiate types of intelligence and analyze associated testing

Distinguish methods used to study human development over the lifespan

Outline prenatal and infant development and important milestones

Describe human development in childhood and significant changes

Identify developmental milestones and markers in adolescence

Identify and discuss developmental changes that occur in adulthood until death

Articulate what stress is and how it impacts individuals

Identify ways stress can be beneficial or detrimental and how to properly manage stress

Explain essential elements for good mental and physical health and understand how government programs can assist individuals

Identify methods to optimize mental and physical health

Analyze the role of technology in today's world and evaluate the impact it has on personal development

Understand what abnormal behavior is and different historical and cultural views of abnormal behavior

Describe different psychological disorders and the various symptoms and causes of the disorders
 Outline available biomedical treatments and how treatment options and efficacy vary
 Identify psychological treatments and the theories they are based on as well as how the treatments are used by practitioners
 Discuss the impact of psychological disorders and the stigma associated with diagnosis
 Understand what learning is and how it differs from instinct and reflex
 Examine the theory of classical conditioning
 Investigate operant conditioning and its real world applications
 Discuss social learning, including modeling and vicarious conditioning
 Learn the PQ4R technique
 Learn what motivation is and how primary and secondary needs affect motivation
 Examine the five different perspectives which seek to explain motivation
 Discuss how intrinsic and extrinsic motivation affect our behaviors
 Understand what emotions and moods are, including the three components of emotions
 Investigate the physical and psychological relationship that comprises emotion
 Learn more about the history of health psychology
 Examine some common causes of stress and their effects on individuals
 Discuss the general adaptation syndrome and the effect that this has
 Investigate the four types of conflicts that individuals experience
 Explore ways of coping with and managing stress
 Learn what personality is
 Discuss Freud's three models of personality
 Investigate how cognition and thought affect personality
 Understand what personality traits and types are and how psychologists have used these concepts to study personality consistency
 Examine the person-centered approach and how other people help shape personality
 Understand what abnormal psychology is and how it differs from normal psychology
 Examine the criteria used to identify abnormal psychology and mental disorders
 Recognize the two major classification systems
 Discuss anxiety, mood, personality, and somatoform disorders
 Learn about psychotic disorders and how they differ from other psychological disorders

Methods of instruction:

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

Measurable outcomes for 8311: Advanced Marketing
 Completer

-

As a result of this study, students will demonstrate the ability to:

- Compare and contrast entrepreneurship and intrapreneurship
- Analyze advantages and disadvantages of business ownership
- Examine the four phases of the business cycle
- Describe the use of business ethics in promotion
- Discuss the global environment in which businesses operate
- Interpret labor issues associated with global trade
- Describe the determinants of exchange rates and their effects on the domestic economy
- Determine the impact of global trade on business decision making
- Explain the importance of marketing research
- Describe methods used to design marketing research studies
- Identify strategies for entering international markets
- Describe types of rating scales
- Create a marketing plan
- Compare the benefits of various types of promotional media, including direct marketing, telemarketing, and social media
- Explain the role of marketing in a free enterprise system
- Examine the concept of promotional mix
- Describe the regulation of marketing information management
- Identify and explain personal and long-term consequences of unethical or illegal behaviors
- Determine unfair business practices
- Clarify how business is affected by government regulation of consumer protection
- Examine the phases of the product life cycle
- Demonstrate the sales promotion technique of locating advertised merchandise on the selling floor
- Determine markups, markdowns, and break-even points
- Identify the psychological effects of pricing
- Explain how goods and services are ordered
- Describe the ethical considerations in channel management
- Analyze import and export laws in relation to buying and selling products in an international market
- Outline the steps in a buying plan
- Analyze current trends in marketing
- Explain economic trends related to marketing
- Compare and contrast global marketing trends
- Understand personal success characteristics for different sales positions
- Explain key factors in building a clientele
- Understand the best practices in selling that lead to exceeding customer expectations
- Explain business ethics in selling
- Describe the nature of budgets
- Understand the various methods sales managers use to develop sales forecasts
- Discover proper procedures for maintaining sales records
- Calculate sales productivity
- Identify the purposes of sales organization
- Understand the model of salesperson performance
- Describe the sales territory design process
- Discuss key approaches to determining sales force size
- Understand personal success characteristics for different sales positions
- Explain key factors in building a clientele
- Understand the best practices in selling that lead to exceeding customer expectations
- Explain business ethics in selling
- Understand how an individual's career stage influences motivation
- Discuss the effect of personal characteristics on salesperson motivation
- Examine the motivational aspects of sales contests
- Demonstrate methods to recognize and reward team performance
- Demonstrate mastery of computers and technology currently used in marketing
- Identify use of virtual means of communication
- Discuss the use of electronic presentation in demonstrations, sales meetings, staff meetings, and sales reports.
- Identify trends affecting marketing research

Methods of instruction:

- Direct instruction

- Group and individual applied projects
- Multimedia Demonstration
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

Measurable outcomes for 7922: Advanced Patient Care Completer

As a result of this study, students will demonstrate the ability to:

Discuss the history of healthcare services

Identify the components of the healthcare delivery system

Name the types of healthcare organizations and give examples of organizations that set the guidelines to oversee them

Describe the responsibilities of different members of the healthcare team to understand the importance of teamwork

Outline ways to find, apply for, and interview for a healthcare job and recognize the importance of mental health for healthcare professionals

Outline the process for building a medical term and making it plural

Recognize commonly used prefixes and suffixes

Define commonly used combining forms by translating conditions, procedures, and instruments

Identify abbreviations, acronyms, and symbols used in the medical world

Describe anatomical positions, divisions, and body positions as well as their relationship to body movement

Identify the structural units of the body (e.g., cells, tissues, and organs) and their importance in maintaining homeostasis

Describe the nutritional needs of the body and how diet may be adjusted to compensate for conditions and disorders

Outline developmental stages, milestones, and growth patterns in conjunction with the role each plays in patient health education planning

Recognize the structure and functions of the musculoskeletal system

Analyze the roles of the integumentary and sensory systems

Identify the structures and functions of the nervous system

Describe the organs and tissues of the hematopoietic and lymphatic systems

Recognize the role of the tissues and organs of the cardiovascular system

Explain the structure and function of the organs of the respiratory system

Analyze the digestive and urinary systems

Describe the parts of the reproductive and endocrine systems

Describe common pathology of the musculoskeletal and nervous systems

Investigate issues involving diseases of the sensory, integumentary, and reproductive systems

Define the digestive, urinary, and endocrine systems

Demonstrate knowledge of the pathology of the cardiovascular, lymphatic, and respiratory systems

Identify pathology of the hematopoietic system and how bloodborne pathogens spread disease

Explain developmental psychology and factors that impact mental health

Discuss legal and ethical issues and regulations related to technology in health care

Identify the contents of medical records and the importance of maintaining them

Define functions of electronic health records, electronic medical records, and computerized physician order entry systems

Analyze uses of software and peripheral devices

Describe methods used to format a schedule for patient appointments

Identify scheduling considerations

Recognize methods to manage workflow in a medical environment

Manage the medical facility environment

Analyze communication methods and methods of improvement in a medical facility

Describe the difference between ethical and legal requirements and recognize basic legal terminology as it relates to professional liability

Identify laws and legal obligations related to a healthcare professional

Analyze legal requirements related to privacy and confidentiality of patient information

Explain legal documents related to informed consent and advance directives and how these documents are used in the healthcare environment

Summarize the importance of recognizing and reporting any legal or ethical incidents or violations

Identify modes of transmission of infection and methods of infection control to stop them

Analyze levels of infection control and apply them to the sterile environment

Describe keys to proper body mechanics and patient positioning

Recognize OSHA safety standards within health care and methods of implementation

Evaluate the importance of quality control procedures within healthcare organizations

Define pharmacokinetics, including drug classifications and schedules

Identify the routes of medication administration and the role of the medical assistant

Analyze methods used to properly handle medications as well as ways to calculate dosages

Demonstrate knowledge of commonly prescribed medications and commonly used abbreviations on prescriptions

Describe immunization schedules and requirements

Measure vital signs and other patient assessment data as part of the initial intake process

Demonstrate knowledge of BLS and CPR

2021-22 Career Technical Education Programs

Recognize signs and symptoms of conditions that constitute a medical emergency
 Identify common conditions like burns, poisoning, bites, cuts, and hot/cold exposure and the first aid skills needed to treat them
 Describe conditions like asthma, hyperventilation, and the differences between common muscle or bone injuries and first aid skills to treat them
 Describe common tests using blood samples along with normal and abnormal results
 Identify common tests using methods other than blood along with normal and abnormal results
 Explain methods of blood collection including techniques and sampling processes
 Recognize methods of collection and sample handling for samples other than blood
 Analyze laboratory processes and quality control standards
 Explain the importance of insurance and the types of insurance available to patients
 Describe various healthcare delivery models and the incentives available to providers to reduce the cost of care
 Discuss processes and actions in the reimbursement process that help prepare for a patient's visit
 Identify methods of medical billing and coding
 Analyze ways to identify errors and resolve issues in a medical practice

Methods of instruction:

- Direct instruction
- Group and individual applied projects
- Multimedia Demonstration
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	85.86
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	88%	90%	90%	90%	90%
Grade 9	89%	89%	89%	89%	89%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Excel Academy offers several opportunities for parental involvement through the SSC, ELAC and PAC.

SSC is our school-level group of parents, teachers, students and administrators who work together to develop and monitor Excel Academy's continuous growth and improvement. The specific areas of monitoring include, but is not limited to:

1. School budget, including the LCAP
2. Curriculum/instruction/assessment
3. Fundraising and grants
4. School program development

Agendas are shared two weeks in advance. All Educational Partners are invited to attend and offered the opportunity to make comments at the meeting. This committee is scheduled to meet four times each year. Please contact Tamara Murphy, Intervention Coordinator, at tmurphy@excelacademy.education with any questions.

The ELAC is a committee for parents or other community members who want to advocate for English learners. School information and opportunities for English learner support and participation are shared during the meeting. This committee is scheduled to meet four times each year. Please contact Jenny Craig, Director of Assessment and Accountability, at jcraig@excelacademy.education with any questions.

The PAC is a group of parents from the Excel Academy community who meets twice per year to address and recommend changes to the Excel Academy administration regarding specific areas of school operations in order to help the school attain its goal of providing each child with the best education possible. Excel Academy believes that active parent, student, and employee participation in school operations will help foster the sustainability of our school. The PAC will play an important role in making Excel Academy even more responsive to staff, student, and parent needs, and provide for continual improvement, ensuring that Excel Academy staff practice open and positive communication with families. To that end, we welcome any inquiries into parent participation in the committee. Please contact Lorrie Wood, High School Principal, at

2022-23 Opportunities for Parental Involvement

lwood@excelacademy.education to inquire how to become involved.

Excel Academy provides several opportunities throughout the school year to seek Educational Partner feedback through surveys. In addition, we have our Family Needs Request & Feedback Form available on our website.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	0		26.5	17		8.9	7.8
Graduation Rate		--	100		53.1	62.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	19	19	100.0
Female	--	--	--
Male	11	11	100.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	13	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	650	7	1.1
Female	352	331	2	0.6
Male	338	318	5	1.6
American Indian or Alaska Native	0	0	0	0.0
Asian	90	89	1	1.1
Black or African American	21	17	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	312	294	5	1.7
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	68	65	0	0.0
White	165	153	0	0.0
English Learners	39	39	1	2.6
Foster Youth	1	1	0	0.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	296	285	6	2.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	90	4	4.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.71	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.03	0.93	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The school safety plan was last reviewed and updated with staff in October 2022. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, bloodborne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	5		
1	1	3		
2	1	2		
3	1	2		
4	1	1		
6	2	22		
Other	5	42		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	6		
1	1	2		
2	1	4		
3	1	2		
4	1	1		
5	1	2		
6	1	11		
Other	8	40	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	6		
2	1	1		
3	1	6		
4	1	5		
5	1	2		
6	1	4		
Other	7	60	2	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	19		
Mathematics	2	26		
Science	2	20		
Social Science	2	22		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	67		
Mathematics	1	68		
Science	1	49		
Social Science	1	59		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	88		
Mathematics	1	87		
Science	1	60		
Social Science	1	69		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	612

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	15.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,256.00	\$3,012.00	\$7,244.00	\$64,275.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Excel Academy Charter School is a non-classroom based independent-study charter school program that provides students with counseling services in academics as well as social-emotional support. Title I intervention services are provided to all at-risk students. These students receive evidence-based interventions and are closely monitored for progress. Career and Technical Education courses are available for students who wish to pursue a specific pathway.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,881	\$46,844
Mid-Range Teacher Salary	\$73,980	\$73,398
Highest Teacher Salary	\$106,421	\$93,345
Average Principal Salary (Elementary)	\$137,103	\$116,457
Average Principal Salary (Middle)	\$138,316	\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$201,595	\$136,296
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	8%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

2022-2023

Excel Academy teachers and staff are provided with professional development training multiple times throughout the year. These trainings include technical and compliance training, departmental updates, and special program workshops. All topics are selected by a combination of staff surveys and departmental needs. Surveys are sent to all staff before and after each training, requesting staff to input the areas they would most like training in, as well as assessing the effectiveness of the training they received, the delivery of the training, and how trainings could be improved. All of these factors are taken into consideration when developing the agendas.

Excel Academy teachers are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers have been trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. Teachers of Record (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 teacher led instruction specific to social and emotional learning (SEL) and direct literature and writing instruction, as well as identifying and supporting WIN (What I Need) intervention students who test one or more years below grade level on the fall i-Ready benchmark assessments in math and/or ELA. This included updates on how to use and monitor online programs used to support struggling students (i.e. i-Ready, Thinkwell, MobyMax, ReadLive). 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.

ToRs are continually supported during the school year to provide support and ensure implementation of professional learnings through individual Zoom or phone conferences for mentoring. In addition, follow-up videos for support are provided to all ToRs. Additionally, all departments created goals that were essentially aligned to the school goals, which ultimately drove each staff member's individual goals. Evaluations are held during the year to stay up-to-date on each individual staff member's goals and areas of growth. All administration and department leads are given the opportunity to attend two to three conferences and/or workshops throughout the year to increase their proficiency and develop their individual departmental goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	10	10



COMPREHENSIVE SCHOOL

SAFETY PLAN

2022/2023

Main Excel Academy Office Line: 949-387-7822

Administration

Heidi Gasca, Executive Director

Board of Directors

William Hall, Board President

Michael Humphrey, Board Vice President

Susan Houle, Board Clerk

Steve Fraire, Board Member

Larry Alvarado, Board Member

EVALUATION OF PROGRESS AND REVISION OF **COMPREHENSIVE SAFETY PLAN**

Part 1 and 2 Comprehensive Safety Plan Draft 0119

The Comprehensive School Safety Plan (Plan) is established to ensure the health and safety of pupils and staff. The Plan shall be evaluated and amended, as needed, by the Board of Directors no less than once a year to ensure that the Plan is properly implemented. (Education Code Section 35294.2[e]47605(F)(i)-(ii)). The Plan will be reviewed and updated by March 1 of each year.

The Plan is in compliance with Education Code Sections 44237(A) and (H), inclusive of paragraph (2) of subdivision (a) of Section 32282. An updated file of all safety-related plans and materials shall be readily available for inspection by the public. A copy of the Plan will be kept in each school office.

The due date for the updated Plan for the 2022/23 School Year is March 1st, 2023.

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Section I: Program Plan Purpose

Purpose

The purpose of this Plan is to provide specific guidelines and procedures for Teachers, Administration, Staff, Parents, Students, and Providers. It is the school's goal that readers will be prepared to respond to the variety of emergency situations that could arise in or around school functions and events.

Objective

Excel Academy recognizes that students and staff have the right to a safe, secure, and respectful environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student and employee conduct.

Nondiscrimination and Fair Treatment of Pupils

Excel Academy realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. Our school strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Excel Academy strives to communicate to students and the greater community that all students are valued and respected.

Conduct

Excel Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At program activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the event.

Behavior is considered appropriate when students are diligent in study, responsible with program property, courteous and respectful towards teachers, staff, volunteers, and other students. Every effort is made to ensure students are aware of the expected behaviors at a program-organized event.

The Executive Director or designee shall ensure that each program develops standards of conduct and discipline consistent with board policies and administrative regulations.

Parents/guardians and students may be provided information about early warning signs of harassing/intimidating behaviors, such as bullying, as well as prevention and intervention strategies.

Plan Elements

The Excel Academy School Plan contains the following elements:

- Emergency Preparedness
 - Professional Development/Staff Meetings
 - Learning Period Meetings
 - Testing site safety and contact procedures
 - Field trip safety and contact procedures
 - Professional Development/Staff Meetings
 - School office evacuation procedures
- Human Resources
 - Mandated Reporter
 - Sexual Harassment
 - Bloodborne Pathogens
 - Active Shooter
- Expectations of Conduct
 - Students
 - Parents/Guardians
 - Staff

The school Plan shall be evaluated annually and re-published in March of each year. A copy of the School Plan will be available for review at the Excel Academy school office and online at excelacademy.education.

Criminal Background Check

All candidates for employment shall submit to a criminal background check in compliance with Education Code Section 44237 prior to employment. Criminal background checks cannot be carried over from the candidate's prior employer. Failure to submit to a criminal background check will result in the candidate's application for that position being withdrawn from further consideration.

Section II: Program Policies

A. Child Abuse Reporting

In compliance with EC Section 32282, this section will identify the proper Child Abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

Duty to Report

In conformance with the requirements of Penal Code 11165.7, any district employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment, whom they know or reasonably suspects has been a victim of child abuse, shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporting duties are required of the individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code 11166.1, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse.

Definitions:

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person
 - b. Sexual abuse of a child
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition
 - e. Neglect of a child or abuse in out-of-home care
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all Excel Academy employees. The following Excel Academy personnel are required to report:
 - a. Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, and those instructional aides or other classified employees trained in child abuse reporting

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation
4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the Executive Director, or the director's designee as soon as possible after the initial verbal report by telephone.

The Executive Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with California State law and regulations. At the mandated reporter's request, the Executive Director may assist in completing and filing these forms.

If the mandated reporter does not disclose their identity to the Executive Director, they shall provide or mail a copy of the written report to the main office without their signature or name.

Legal Responsibility and Liability:

1. Mandated reporters have absolute immunity. Excel Academy employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse, which they know to exist or reasonably know to exist, they are guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows that the designated person failed to make the report, that person then has a duty to do so.

Child Protective Services Hotlines

1. Orange county: 714-940-1000 -or- 800-207-4464
2. Los Angeles county: 800-540-4000 (within CA), 213-639-4500 (outside CA), 800-272-6699 TDD
3. Riverside county: 800-442-4918 -or- 877-922-4453
4. Ventura county: 805-654-3200
5. Kern county: 661-631-6011 -or- 760-375-6049
6. San Bernardino county: 909-384-9233 -or- 800-827-8724
7. San Diego county: 858-560-2191 -or- 800-344-6000
8. Imperial county: 760-337-7750

Sheriff's Offices Contact Information

1. Orange county
 - o Phone: 714-647-7000

- o Website: <http://www.ocsd.org>
- 2. Los Angeles county
 - o Phone: 323-267-4800
 - o Website: <http://www.lasd.org>
- 3. Riverside county
 - o Phone: 951-955-2400
 - o Website: <http://www.riversidesheriff.org>
- 4. Kern county
 - o Phone: 661-391-7500
 - o Website: <http://www.kernsheriff.com>
- 5. Ventura county
 - o Phone: 805-654-9511
 - o Website: <http://www.vcsd.org>
- 6. San Bernardino county
 - o Phone: 909-387-3400
 - o Website: <http://www.sbcounty.gov/sheriff>
- 7. San Diego county
 - o Phone: 858-974-2240
 - o Website: <http://www.sdsheriff.net>
- 8. Imperial county
 - o Phone: 442-265-2001
 - o Website: <http://www.icsso.org>

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report must be completed on a state form called 8572, which will be downloaded at

http://ag.ca.gov/childabuse/pdf/ss_8572.pdf. ([Appendix C: Child Abuse Report Form](#))

Child Abuse Training Requirement:

- Per AB 1432, all Excel Academy employees must annually complete the Mandated Reporter Training course within the first six weeks of school or by the sixth week of employment.
- This course is fully compliant with California Assembly Bill 1432 and is available online through SafeSchools, the school's online training and tracking system designed specifically for education agency employees.
- The SafeSchools learning management system will generate the required reports for proof of completion. Employees must retain a copy of the training certificate.
- Staff must access online training courses at:
 - o <http://www.mandatedreporterca.com/> -or-
 - o <https://eacs-ca.safeschools.com/login>
 - Mandated reporter training courses will be assigned through the SafeSchools interface.

B. Routine & Emergency Disaster Procedures

Excel Academy is an independent study program where students are schooled in the home and through independent providers in the community. Typically, students are under the direct supervision of their parent/guardian. However, there are instances when Excel Academy sponsors events such as field trips and state testing, when it is important to have a clear emergency preparedness plan.

In such instances, it is necessary to be prepared to respond to a vast array of emergency situations. The program's procedures for evacuation and emergency preparedness are outlined in the following section for testing sites, the school office, staff meetings, and field trips. The roles of the responsible parties, training, and resources necessary to perform those responsibilities, are defined for each site where school operations are conducted.

Furthermore, it is important to clearly define the responsibilities of the school and parent/guardian in the event of an emergency or disaster. It is also necessary to define the school's dismissal procedures in the event of a key policy violation or violations.

Required Training and Resources for All Employees

- Active Shooter
- Complete Safe Schools Training - First Aid
- Emergency Apps downloaded on phone
 - Red Cross First Aid
- Maintain current personal emergency contact information with Excel Academy in Paycom
- Report safety concerns to Executive Director immediately
- Support Executive Director as needed
- Follow the emergency plans as directed by the venue

Professional Development/Staff Meetings

Biannual staff meetings are conducted.

Guidelines for Student and Staff Dismissal

Student Dismissal

Is this for Field Trips?

In the event that a state of emergency is declared that does not pose an immediate threat to the school, all students will be required to remain onsite, or at an alternate location, designated by law enforcement under the supervision of the Executive Director, director's designee, or other school staff assigned by the Executive Director or designee. Students not already attended by a parent/guardian will not be permitted to leave until:

1. Regular dismissal time, and only if it is considered safe to do so.
2. An authorized adult with a photo ID, who is identified as the designated pick-up, arrives to retrieve the student.
3. In the event of a natural or man-made disaster that prevents parents and other designated adults from picking up students, students will remain under the supervision of school staff.

Staff Dismissal

In the event that a state of emergency is declared that does not pose an immediate threat to students all school employees will remain on site and carry out their assignments until officially dismissed by the Executive Director or director's designee, or relieved by fire or law enforcement.

Executive Director Responsibilities

The Executive Director of Excel Academy is responsible for overall policy, direction and coordination of the emergency response effort during the incident. The Executive Director is also responsible for interacting with responding state/government agencies. The Executive Director will:

- Ensure that all staff are trained in the use of the safety plan.
- Direct the school's personnel during a disaster including:
 - Teacher of Records, Administrative Staff, Support Staff, Providers
- Serve as the spokesperson for the program to the media after a disaster.
- Direct all staff to become familiar with the implementation of the plan.

Responsibilities

- Assess emergency, threat and impact to students, staff, school property and surrounding community; The Executive Director will contact the Sheriff's Department and Highway Patrol to determine whether an evacuation of students and staff from a school is advised.
- Authorize any release of public information.
- Release Teacher of Records and Providers as appropriate.

- Remain in charge of the program until redirected or released by the CEO of the school or relieved by the Fire or Law Enforcement Incident Commander.
- Designate a person who will assist in a disaster situation in their absence.
- Work in coordination with the Red Cross if the school is designated an evacuation center.
- The Executive Director or their designee will monitor the emergency communication system and immediately notify the CEO in the event of a chemical spill on the roads or railway system within the vicinity.

Fire

Building Fire

- Evacuate the building as soon as possible. The safety of all persons and students must take precedence over personal effects.
- Call 911
- Contact the Executive Director or designee
- Do not re-enter the building until directed by law enforcement and/or fire department personnel.

Student Catching Fire

- Instruct student to **Stop, Drop** and **Roll**, if their clothing catches on fire (Never instruct a student to run when clothes are on fire) and will use a blanket, jacket or other available material - Starting at the head of the victim, drag the blanket toward the feet, moving the flame away from the face
- Contact the Executive Director or designee

Testing Site

If an employee is at a testing site the Assessment Lead or senior Excel Academy employee will:

1. Begin orderly evacuation immediately
2. Lead students to the designated evacuation area away from fire lanes
3. Take roll once in the evacuation area
4. Report any missing students to the Assessment Lead or senior Excel Academy employee immediately
5. Remain with students until given alternative instructions

Relocation/Evacuation

Relocation/Evacuation from the School Office

In the event that an emergency occurs, all employees are to evacuate the building by following the procedures below. For an evacuation map, please see Appendix F.

1. All employees must immediately stop whatever they are doing and quickly and safely exit the building, if possible.
2. It is the responsibility of the most senior staff member present at the time of the emergency to see that all employees leave the building promptly and safely.

3. All employees must exit the building by way of the nearest exit or stairwell to the outside.
 1. If the nearest stairwell is blocked by smoke, use the other stairwell. DO NOT USE THE ELEVATOR. Excel Academy will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
 2. If the nearest doorway or exit is blocked, and if the emergency calls for immediate evacuation, utilize the window breaker to clear a safe path to the outside.
1. Follow the exit plans and get to the secure designated meeting area.
2. Once outside the building, the designee will:
 1. Confirm that the fire department has been called (911)
 2. All employees must immediately congregate in the designated meeting area and the senior employee will confirm that all employees and visitors are out of the building and accounted for.
 3. Designate someone to meet the fire department to provide additional information if necessary.
1. Staff members will be assessed to determine if additional medical attention is required and appropriate action will be taken.
2. Do not re-enter until the building is declared safe by the Fire Department and you are informed to do so by the Executive Director or designee.

Relocation/Evacuation from a public meeting space or business

1. Follow the evacuation procedure posted at the meeting space or business location.
2. Follow staff member instructions.
3. Excel Academy employees, supervise the evacuation of students and parents
4. Ensure that all parents and/or students are accounted for.
5. Contact 911 as soon as it is safe to do so.
6. Contact a school administrator to inform them of the situation.

Bomb Threat

Excel Academy Administrative staff or teachers may be notified of bomb threats via different mediums, e.g., telephonic, written, email, etc. In the event of a bomb threat, the administration will assess the location of the bomb threat and how many TORs, staff and students may be in or near the area of the threat.

If Administration, TORs, or support staff are the person(s) receiving the message of a bomb threat by phone they must try to maintain contact with the caller and ask for the location of the bomb, the time it is expected to detonate, the reason for the bomb, etc. In the event that a staff member or TOR receives a bomb threat, they must immediately notify:

- The Executive Director
- The Sheriff's Department
- The Fire Department

Bioterrorism/Hazardous Materials/Chemical Accident

Biological agents are organisms or toxins that can kill or incapacitate people,. A biological attack is the deliberate release of germs or other biological substances that can make you sick.

There are three basic groups of biological agents that could likely be used as weapons: bacteria, viruses, and toxins. Biological agents can be dispersed by spraying them into the air, person-to-person contact, infecting animals that carry the disease to humans, and by contaminating food and water.

A biological attack may or may not be immediately obvious. In most cases local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. The public would be alerted through an emergency radio or TV broadcast, or some other signal used in your community, such as a telephone call or a home visit from an emergency response worker.

During a Biological Threat

The first evidence of an attack may be when you notice symptoms of the disease caused by exposure to an agent. In the event of a biological attack, public health officials may not immediately be able to provide information on what you must do. It will take time to determine exactly what the illness is, how it must be treated, and who is in danger.

Follow these guidelines during a biological threat:

- Watch TV, listen to the radio, or check the Internet for official news and information including signs and symptoms of the disease, areas in danger, if medications or vaccinations are being distributed, and where you must seek medical attention if you become ill.
- If you become aware of an unusual and suspicious substance, quickly get away.
- Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing.
- Depending on the situation, wear a face mask to reduce inhaling or spreading germs.
- If you have been exposed to a biological agent, Follow official instructions for disposal of contaminated items.
- Wash yourself with soap and water and put on clean clothes.
- Contact authorities and seek medical assistance.
- You may be advised to stay away from others or even quarantined.
- If your symptoms match those described and you are in the group considered at risk, immediately seek emergency medical attention.

- Follow instructions of doctors and other public health officials, expect to receive medical evaluation if necessary
- In a declared biological emergency or developing epidemic avoid crowds
- Wash your hands with soap and water frequently.
- Do not share food or utensils.

After a Biological Threat

Pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand.

The basic public health procedures and medical protocols for handling exposure to biological agents are the same as for any infectious disease. It is important for you to pay attention to official instructions via radio, television, and emergency alert systems.

Visit the **Centers for Disease Control and Prevention** for a complete list of potential agents/diseases and appropriate treatments.

Chemical Emergencies

Chemical agents are poisonous vapors, aerosols, liquids and solids that have toxic effects on people, animals or plants. While potentially lethal, chemical agents are difficult to deliver in lethal concentrations because they dissipate rapidly outdoors and are difficult to produce.

Before a Chemical Emergency

A chemical attack could come without warning. Signs of a chemical release include people having difficulty breathing, eye irritation, loss of coordination, nausea, or burning in the nose, throat and lungs. The presence of many dead insects or birds may indicate a chemical agent release.

During a Chemical Emergency

In the event that Excel Academy employees find themselves located within one mile of where an accident involving containing large quantities of toxic (or unknown) agents has occurred, follow the below procedures:

- Take immediate action to get yourself and students/parents away.
- Get out of the building without passing through the contaminated area, if possible.
- If you can't get out of the building or find clean air without passing through the affected area, move as far away as possible and **shelter-in-place**.
- Contact 911 as soon as it is safe to do so.

- Contact a school administrator to inform them of the situation.

If you are instructed to remain in your home or office building, you must:

- Close doors and windows and turn off all ventilation, including furnaces, air conditioners, vents, and fans.
- Seek shelter in an internal room with your disaster supplies kit.
- Seal the room with duct tape and plastic sheeting.
- Look for further information from the local authority.

If you are caught in or near a contaminated area outdoors:

- Quickly decide what is the fastest way to find clean air:
 - Move away immediately, in a direction upwind of the source.
 - Find the closest building to **shelter-in-place**.

After a Chemical Emergency

Do not leave the safety of a shelter to go outdoors to help others until authorities announce it is safe to do so.

A person affected by a chemical agent requires immediate medical attention from a professional. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others.

Decontamination guidelines are as follows:

- Use extreme caution when helping others who have been exposed to chemical agents.
- Remove all clothing and other items in contact with the body.
 - Cut off clothing normally removed over the head to avoid contact with the eyes, nose and mouth.
 - Put contaminated clothing and items into a plastic bag and seal it.
 - Remove eyeglasses or contact lenses. Put glasses in a pan of household bleach to decontaminate them and then rinse and dry.
- Wash hands with soap and water.
- Flush eyes with water.
- Gently wash face and hair with soap and water before thoroughly rinsing with water.
- Proceed to a medical facility for screening and professional treatment.

This information is primarily drawn from Ready.gov. For more information on preparing for a power outage, please visit: <https://www.ready.gov/bioterrorism> or <https://www.ready.gov/chemical>.

Earthquake

Earthquake Procedures Indoors

In the event that an earthquake occurs in a location where a TOR, parent and student may be meeting inside, the following actions shall be taken:

1. School employees shall implement the Drop, Cover, and Hold action. Each student shall:
 - a. **Drop** to the ground. For those students who are physically unable to drop to the ground, they must remain seated and cover their heads with their arms and hands
 - b. **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows
 - c. **Hold** onto table or chair legs
 - d. Remain in the drop position until ground movement ends.
2. Assess the situation, looking for:
 - a. Severe structural damage
 - b. Fire
 - c. Toxic spill
 - d. Student injuries. (Render first aid if necessary)
3. Evacuate the building as soon as possible
4. Follow all instructions from law enforcement

If at a testing site:

1. Remain in drop position until ground movement ends
2. Assessment Lead or designee will direct employees to evacuate
3. Proctors will take proctor binders (containing student information)
4. Proctors will lead students to the designated evacuation area
5. Proctors will take roll once in the evacuation area
6. Any missing students will be immediately reported to the Assessment Lead or designee
7. Remain with students until given alternative instructions

Earthquake Procedures Outdoors

In the event that an earthquake occurs in a location where employee(s), parent(s) and student(s) may be meeting outside, the following actions shall be taken:

1. Move away from overhead hazards such as power lines, trees, and buildings.
2. Drop to the ground in the kneeling position and cover the back of your neck with your hands.
3. Do not enter any buildings until it is safe to do so.
4. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.
5. Once the earthquake has stopped, proceed to the evacuation assembly area designated by the building manager or law enforcement.

6. The teacher will check roll, report any missing students, and remain with the students unless given an alternative assignment.
7. Follow all instructions from law enforcement

Flood

Flash floods are to be expected in desert regions. In the event that flooding is likely, the Executive Director will instruct the Teacher of Records to cancel meetings that day. In preparation for flooding, families and staff must review the following safety tips.

Basic Safety Tips (source: Ready.gov)

1. Avoid walking or driving through flood waters.
2. Do not drive over bridges that are over fast-moving floodwaters. Floodwaters can scour foundation material from around the footings and make the bridge unstable.
3. Just 6 inches of moving water can knock you down, and one foot of moving water can sweep your vehicle away.
4. If there is a chance of flash flooding, move immediately to higher ground.
5. If floodwaters rise around your car but the water is not moving, abandon the car and move to higher ground. Do not leave the car and enter moving water.

Flood Watch = Be Aware

Conditions are right for flooding to occur in your area.

1. Turn on your TV/radio. You will receive the latest weather updates and emergency instructions.
2. Know where to go. You may need to reach higher ground quickly and on foot.
3. Build or restock your emergency preparedness kit. Include a flashlight, batteries, cash, and first aid supplies.

Flood Warning = Take Action

Flooding is either happening or will happen shortly.

1. Move immediately to higher ground or stay on high ground.
2. Evacuate if directed.
3. Avoid walking or driving through flood waters. Just 6 inches of moving water can knock you down and one foot of moving water can sweep your vehicle away.

After a Flood

1. Return to your home/office only when authorities say it is safe.
2. Be aware of areas where flood waters have receded and watch out for debris. Floodwaters often erode roads and walkways.
3. Do not attempt to drive through areas that are still flooded.
4. Avoid standing water as it may be electrically charged from underground or downed power lines.

Power Failure/Blackout

Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:

1. Disrupt communications, water, and transportation.
2. Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services.
3. Cause food spoilage and water contamination.
4. Prevent use of medical devices.

In Preparation for a Power Outage:

1. Take an inventory of the items you need that rely on electricity.
2. Plan for batteries and other alternatives to meet your needs when the power goes out.
3. Sign up for local alerts and warning systems. Monitor weather reports.
4. Keep mobile phones and other electric equipment charged and gas tanks full.

During a Power Outage:

1. Maintain food supplies that do not require refrigeration.
2. Turn off or disconnect appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage.

Be Safe AFTER

1. When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture.

This information is primarily drawn from Ready.gov. For more information on preparing for a power outage, please visit: <https://www.ready.gov/power-outages>

Intruders/Solicitors/Weapons/Assault/Hostage

School Director and Human Resources

1. Maintain current staff emergency contact information in HR/Payroll System
2. Develop site emergency plans and protocol as well as communicate plans to staff

3. If facilities owned by Excel Academy, clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
4. Provide a first aid kit including flashlights and a window breaker
5. Provide safety training as needed

Designee

1. The most senior staff member present at the time of the emergency
2. Uphold the evacuation and Plan
3. Bring first aid kit

All Additional Office Staff

1. Maintain a current personal emergency contact with Excel Academy in Paycom
2. Responsible for following the emergency and Plan during an incident

If at a testing site, public meeting place, or vendor location:

Executive Director or director's designee

1. Maintain a current list of all employees in attendance
2. Responsible for supporting the venue's direction and coordination of emergency response effort during an incident
3. Obtain Site Emergency Plans, if possible
4. Obtain Site Emergency Evacuation Map, if possible
5. Establish an evacuation area and exits and clearly mark these on the site map
6. Ensure first aid kits are available

The intention of this policy is to provide guidance in the event of an armed/ violent intruder or active shooter in the workplace or onsite, to outline the training in place for staff and to comply with applicable regulations of the Occupational Safety and Health Administration (OSHA).

Excel Academy provides the staff with active shooter training via SafeSchools. All staff that serve at a school sponsored event or at the school office are required to complete the recorded training and quiz.

For the purposes of this policy, an active shooter is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people at a school sponsored event or premises. In most cases active shooters use other weapons and/or improvised explosive devices to cause harm to additional victims and act as an impediment to police and emergency responders. These improvised explosive devices may detonate immediately, have a delayed detonation fuse, or detonate on contact.

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat

assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

If an armed assault occurs on or near a public meeting place, testing site, or vendor location, program personnel who observed the assault must notify the assessment lead and call 9-1-1 as soon as safely possible.

Potential responses: In response to an active shooter event, there will be four potential courses of action:

evacuate, lockdown, hiding, or self-defense. The following guidelines identify these courses of action.

1. Initiate the appropriate response actions, which may include Shelter-in-Place, Lockdown, On-Campus Evacuation or Off-Campus Evacuation
2. Call 9-1-1 and provide the exact location, description and nature of the incident. If the TSC cannot remain on the phone, a designated person must remain on the phone line with the 9-1-1 dispatcher until law enforcement personnel arrive on the scene.

If it is safe to do so, proctors must attempt to isolate and secure the students away from the perpetrator(s). Notify the Executive Director or designee.

School employees or test site proctors will:

1. Take steps to calm and control students
2. Keep students in secured areas until local authorities arrive and are able to neutralize the perpetrator(s)
3. Stay inside testing rooms
4. Instruct students to lie flat on the floor, move away from the doors or windows and remain quiet
5. Turn off lights, lock doors and close any shades or blinds
6. The goal is to hide and make your room look vacant
7. Silence cell phones
8. Remain in the testing room, or secured area, until further instructions are provided by the AL or law enforcement

Procedure (All Locations):

1. Evacuate- If there is an accessible escape path, attempt to evacuate the premises following these recommendations:
 - a. Have an escape route and plan in mind
 - b. Evacuate regardless of whether others agree to follow
 - c. Leave belongings behind
 - d. Help others escape, if possible
 - e. Prevent individuals from entering an area where the active shooter may be
 - f. Keep hands visible
 - g. Follow the instructions given by any law enforcement

- h. Do not attempt to move wounded people
 - i. Call 911 when safe. Provide the following to the 911 dispatcher:
 - i. Description of the suspect
 - ii. Number and types of weapons
 - iii. Suspect's direction of travel
 - iv. Location and condition of victims
2. Hide- If evacuation is not possible, find a place to hide where the active shooter is less likely to find oneself with these recommendations:
- a. Be inconspicuous
 - b. Be outside of the active shooter's field of view
 - c. Provide physical protection if shots are fired (e.g. locating into a bathroom and locking the door, staying as low to the floor as possible and remaining quiet and motionless)
 - d. Do not trap oneself or restrict options for movement
 - e. To prevent an active shooter from entering a hiding place:
 - i. Lock the door
 - ii. Blockade the door with heavy furniture (use caution and not restrict options for movement if possible)
 - f. If the active shooter is nearby:
 - i. Lock the door
 - ii. Silence cell phones
 - iii. Turn off any source of noise (i.e. radios, televisions, etc.)
 - iv. Hide behind large items (i.e. cabinets, desks, etc.)
 - v. Remain quiet and motionless
3. Self Defense- If it is not possible to evacuate or hide, then consider self-defense with these recommendations:
- a. Remain calm
 - b. Dial 911 to alert police to the active shooter's location; if unable to speak, leave the line open and allow the 911 dispatcher to listen
 - c. Take action against the active shooter **only** when it is believed one's life is in imminent danger; attempt to disrupt and/or incapacitate the active shooter as follows:
 - i. Act as aggressively as possible toward the active shooter
 - ii. Throw items and improvised weapons
 - iii. Yell
 - iv. Commit oneself to defensive physical action

Lockdown Sample Situations

1. The school has been informed that a crime has been committed near the school and the criminal has not been apprehended. There is no specific reason to believe that the criminal will come to the school.

2. The Sheriff's Department has informed the school that an armed and dangerous person is in the vicinity of the school and all precautions must be taken.
3. The school has received a direct credible threat that someone intends to do harm to one or more persons at the school.
4. Information has been received by the school that a non-custodial parent is coming to try to take a student away from the test site
5. A person not having legitimate business has been seen loitering in the vicinity of the school, please first try and relocate to a safer location and contact authorities. Try to avoid contact with the individual.

Testing Site Lockdown

The decision to call for a *Lockdown* will be made by the designee responsible for the site or the TOR.

The assigned designee shall:

1. Notify all other staff of the need for a campus lockdown, as soon as the decision has been made
2. As soon as possible after an emergency:
 - a. Inform the staff of the reasons for the lockdown
 - b. Contact Executive Director or designee
 - c. Parents and other community members who ask for the reason for the lockdown, either in person or by phone, will be given the reason as specifically as possible under the circumstances.
 - d. Not provide the names of any students or parents involved (i.e.. custody conflicts) to maintain confidentiality
 - e. Use discretion in determining how much information will be given to the students, based on their ages and maturity
 - f. Instruct proctors to provide information to the students in a calm and reassuring manner

Lockdown Procedures

The assigned designee will:

1. Notify the Sheriff's Department
2. Notify the Executive Director or designee of the *Lockdown* as soon as possible
3. Assign an employee to monitor the main entrance(s) to allow legitimate visitors to enter
4. Notify the proctors in the fastest possible manner that a *Lockdown* has been called
5. Notify parents of the lockdown status

6. Will set up a 10 minute break release schedule (situation allowing), if the *Lockdown* continues during teachers break or lunch period
7. Delay dismissal until it is safe for students to exit
8. Will inform all staff that the *Lockdown* has ended, once it has been determined that the dangerous situation no longer exists

Proctors will:

1. Keep all students indoors under their supervision for the duration of the *Lockdown*
2. Lock classroom doors, if directed by the Excel Academy assigned Lead, designee, or senior employee
3. Contact the Excel Academy assigned Lead, designee, or senior employee to determine if the situation allows for students to leave the room to go to the bathroom
4. Escort any student who goes to the bathroom
5. Will not dismiss students at dismissal time until receiving direction to do so by the Excel Academy assigned Lead, designee, or senior employee
6. Escort their students to the site parent pick-up location

Excel Academy employee will: Notify the Executive Director or designee

Explosion

In the event an explosion occurs in a location where an Excel Academy employee is present or may be meeting with parents and/or students, the following actions will be taken in the event of an explosion:

During an Explosion:

1. Get under a sturdy table or desk if things are falling around you. When they stop falling, leave quickly, watching for obviously weakened floors and stairways.
2. Do not use elevators.
3. Stay low if there is smoke. Do not stop to retrieve personal possessions or make phone calls.
4. **Check for fire** and other hazards.
5. If you are able to move and evacuate the area to a safe location, relocate students and parents who can be safely moved.
6. Once you are out, do not stand in front of windows, glass doors or other potentially hazardous areas.
7. If you are trapped in debris, use a flashlight, whistle or tap on pipes to signal your location to rescuers.
8. Shout only as a last resort to avoid inhaling dangerous dust.
9. Cover your nose and mouth with anything you have on hand.
10. Once you reach a safe area, contact 911 to report the emergency.
11. Contact a school administrator to inform them of the situation.

After an Explosion:

1. There may be significant numbers of casualties or damage to buildings and infrastructure.
2. Heavy law enforcement involvement at local, state and federal levels.
3. Health and mental health resources in the affected communities can be strained to their limits, maybe even overwhelmed.
4. Extensive media coverage, strong public fear and international implications and consequences.
5. Workplaces and schools may be closed, and there may be restrictions on domestic and international travel.
6. You and your family or household may have to evacuate an area, avoiding roads blocked for your safety.
7. Clean-up may take many months.

TOR's Responsibilities:

1. Investigate and sound the fire alarm if appropriate.
2. Call 911 and report the situation.
3. Notify the school Executive Director, designee or other appropriate school official.
4. Students and staff must not return until the fire department officials declare the area safe.
5. The "Drop & Cover" command will be given immediately in the event of an explosion. If the explosion occurs within the building or threatens the building, the teachers will evacuate students from the building.

This information is primarily drawn from Ready.gov. For more information on preparing for a power outage, please visit: <https://www.ready.gov/explosions>

Gas/Fumes

1. If you smell gas or unfamiliar chemicals/fumes, evacuate the location immediately.
2. Take students, parents, and other employees with you. If you are the most senior employee, take roll of everyone present.
3. Call 911 and report the emergency
4. Notify the Executive Director, designee or other appropriate school official

Main Office

The main Excel Academy office is located in a rented facility that does not have an emergency plan (Appendix P: Sites Utilized by Excel Academy-Contact Information). Based on a site map, the school developed an emergency evacuation plan ([Appendix F:](#)

[Excel Academy Office Evacuation Map](#)). The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of a first aid kits is outlined as follows:

Response to Public Relief Agencies Using Excel Academy Facilities

In the event that a Public Relief Agency, such as the Red Cross, requests to use Excel Academy's Main Office, an emergency Board meeting will be convened to articulate a response. In the event that the request is approved, all staff members at the Excel Academy Office shall:

1. Notify the office park owner and neighboring businesses.
2. Trust the Relief Agency members and external emergency responders who have been trained to deal with crises. Trust will help calm the situation and minimize chaos that may occur during a crisis.
3. Give the agency full access to the facility.
4. Provide assistance to the agency under the agency's guidance.

Learning Period Meetings

The purpose of the Learning Period Meeting (LPM) is for the credentialed teacher to meet with the student to provide educational support, document learning, and to complete other administrative tasks every twenty school days. These meetings occur in public locations, such as a library. Parent/Guardians are expected to be present during the LPM..

If, during an LPM, an incident arises that poses a safety threat to the student the parent/guardian would be responsible for deciding the appropriate course of action for their child. In the event the parent was not present or incapable, please follow the procedures detailed above.

Testing Sites

[In the event that the School\(s\) are performing assessments in-person the following procedures will be followed. Furthermore, if testing is conducted virtually the following procedure is not necessary.](#)

Excel Academy conducts testing at various sites. Because these venues are not owned by Excel Academy, the Assessment Lead will make an effort to obtain the site plans from the venue and bring awareness to the staff of all site-specific emergency plans. Developing clear roles of responsibility, providing emergency student information to staff, and maintaining first aid training and kits is outlined as follows:

Assessment Lead (AL) Responsibilities

1. *Adult and Pediatric First Aid/CPR/AED Certified*
2. Complete *Safe Schools Training - School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors*
3. Responsible for overall direction and coordination of emergency response effort during an incident
4. Obtain Site Emergency Plans
5. Provided copy of Testing Site section of Plan
6. Obtain Site Emergency Evacuation Map
7. Designate an evacuation area and exits and clearly mark on site map
8. Provide staff with ID/lanyards
9. Maintain a current list of all proctors and students on site
10. Provide site specific safety training for proctors, and ensure all staff is aware of site exits
11. Complete [*Incident Report*](#) as needed for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.
12. Establish designated evacuation area(s) and exits and clearly mark on site map

Assessment Site Designee

1. *Adult and Pediatric First Aid/CPR/AED Certified*
2. Complete *Safe Schools Training - School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors*
3. Responsible for ensuring the site is safe
4. Provided copy of Testing Site section of Plan
5. Support Assessment Lead as needed
6. Complete [*Incident Report*](#) as needed for any medical concerns: any serious medical concerns: illness, allergic reaction, severe emotional upset, etc.

Staff/Teacher of Record/Proctor Responsibilities

1. Proctors wear ID/lanyard at all times at test site
2. Proctors wear Excel Academy shirts
3. Attend staff safety and compliance training
4. Provided copy of Testing Site section of Plan
5. Report safety concerns to the Assessment Lead, designee, and/or senior Excel Academy proctor immediately regarding any medical concerns: illness, allergic reaction, severe emotional upset, etc.

Student Information

1. Copies of the [*CAASPP Site Security forms*](#) are kept on file at each testing location
2. Sign in Sheets with Parent Signatures for Sign-In and Pick-Up (Photo ID Required for student release)
3. CAASPP Site Security forms contain student specific allergy and medical alerts

Site Supplies

First Aid

1. CPR/AED Responder - Pack (contains one-way valve face shield)
2. First Aid Kit
3. Gloves (latex free) - Box

Emergency Preparedness

1. Maintain emergency food and water

Student Information

1. Assessment Lead Manual - Safety protocol and procedures listed, testing protocol, CAASPP test site security form

- 2.

Parent/Guardian Responsibilities

Parents and legal guardians of students will be required to complete when applicable:

1. Complete and return a CAASPP Site Security form
2. Field trip permission slips

In case of a declared emergency, students will be released only to persons designated on the applicable form. Parents/guardians are responsible for ensuring that information on all forms is current at all times. ([Appendix A: Emergency Contact information in Paycom](#), [Appendix M: CAASPP Site Security form](#), [Appendix B: Excel Academy Field Trip Permission Slip and Waiver](#))

Field Trips & Overnight/Drop-Off Field Trips

Excel Academy hosts field trips at various venues. Because these venues are public locations, the staff, students, and families in attendance will follow the protocol for emergency evacuations and safety as per the venue guidelines. Excel Academy field trips require parent participation and therefore all students must be in the care of a parent/guardian.

This policy also outlines school guidelines for field trips where students are dropped off by their parents.

Field Trip Coordinator

1. Train ToRs and ensure they follow all responsibilities as outlined in the field trip policy and in the bullets listed below.
2. Maintain a current list of all chaperones and students on site
3. Identify the method of communication between Field Trip Coordinator and chaperones in the event of unforeseen events(assign designee if not present)
4. Provide necessary safety trainings if applicable
5. SafeSchools Training - First Aid
6. Emergency Apps downloaded on phone/iPad
 - a. Red Cross First Aid

7. Collect all Field Trip Permission Slip and Waivers from students in attendance
8. Inform parents of the Field Trip Coordinator and chaperone contact information for safety concerns that occur during the trip (assign designee if not present)
9. Support the venue's direction and coordination of emergency response effort during an incident
10. Contact the Executive Director or designee in the event of an emergency
11. Complete Incident Report as needed for escalated medical concerns: serious illness, allergic reaction, severe emotional upset, etc. (Appendix K -Incident Report)
12. Bring first aid kit to field trip when present
13. Communicate expectations, procedures, and what to bring for parents
14. Communicate expectations, procedures, and what to bring for chaperones
15. Designate roles and responsibilities amongst the chaperones
16. Provide chaperones:
 - a. Lists of students in attendance
 - b. Signs for chaperones
 - c. Evacuation procedures for the site
17. First aid kits should be available on each field trip
18. Investigate and communicate site evacuation procedures
19. Follow-up with chaperones after the field trip

Field Trip Coordinator will be expected to:

1. Clearly communicate expectations to parents, students, and chaperones in advance.
2. Provide and collect all necessary information.
3. Be available the day of the trip to answer questions and troubleshoot. Have all duties covered, so that they are available when needed.

Teacher of Record Chaperone Responsibilities:

1. Be on time and prepared to monitor participants Report safety concerns to Field Trip Coordinator and designee immediately
2. Support Field Trip Coordinator as needed
3. Support the venue's direction and coordination of emergency response effort during an incident
4. Inform Field Trip Coordinator of any escalated medical concerns: serious illness, allergic reaction, severe emotional upset, etc. Ensure that the student is provided with the appropriate care and/or medical attention if necessary.

Parent/Guardian Responsibilities:

Prior to the field trip, an email will be sent to each parent (chaperones will be cc'd on this email) outlining the expectations and procedures for the field trip, including details about the meeting location, where to park, what to bring (permission slip filled out ahead of time), and student behavior expectations.

Parents are required to notify the applicable Excel Academy staff member of the field trip ahead of time regarding a student's special needs as outlined in an IEP or 504 plan. All students that would be under the direct care of Excel Academy staff under a state of emergency would remain under the supervision of school staff. Students would be released to the designated parent/guardian upon direction of the Executive Director or designee.

Parents and legal guardians of students will be required to complete when applicable:

1. Field trip permission slips and liability waiver forms

Parents will be expected to:

1. Arrive on time
2. Review all provided information and explain student behavior expectations to their student(s)
3. Follow details about the field trip outlined by the Field Trip Coordinator
4. Remain in attendance to supervise their own students

Student will be expected to:

1. Follow guidelines set by the Field Trip Coordinator
2. Stay with the assigned chaperone/group
3. Follow behavior expectations

Chaperone:

To be prepared and provided to the chaperones at the beginning of the trip:

1. List of students in their group, including:
 - a. Parent's name and number (cell)
 - b. Any IEP, allergy, behaviors
 - c. Back-up number
 - d. Name of student's TOR
 - e. Emergency contact - ensure pick up person is included
 - f. Chaperone will collect any missing information from the parents at the time of drop off
2. A sign for helping parents locate the assigned group
 - a. Sign could include group name/color/letters of the alphabet, chaperone name, Excel Academy logo
3. Equipping the chaperone with any tools needed for meeting the students needs, and made aware if another chaperone or parent is coming along during the trip
4. The school and vendor's emergency evacuation procedures
5. Have Field Trip Coordinator's cell phone programmed into their cell phone

6. All chaperones on a group text in case of an emergency or evacuation
7. Made aware of the check in and out procedures and their role in the process

Chaperone will be expected to:

1. Arrive on time (to be determined by the Field Trip Coordinator)
2. Wear Excel Academy apparel
3. When a parent arrives, they will check the list and ensure all the student information and parent contact information is current
4. Answer cell phones & texts--a texting group or tool will be used

Additional Resources

- Children and Youth Preparedness Social Media Toolkit:
<https://www.ready.gov/youth-toolkit>
- Preparing Makes Sense for People with Disabilities, Others with Access and Functional Needs, and the Whole Community:
https://www.fema.gov/media-library-data/1440775327070-3e00ff335d637a63551092a24d585301/SpecialNeeds_LargePrint_v3.pdf
- Individuals with Disabilities:
<https://www.ready.gov/individuals-access-functional-needs>

C. Suspension/Expulsion Policies and Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present their side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). – California Education Code Section 47605(b)(5)(J)

Policy:

This Pupil Suspension and Expulsion Policy has been established in order to promote learning, provide for the safety of students, staff, and visitors to Excel Academy and serve the best interests of students and their parents or guardians. In creating this policy, the Charter School reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as Excel Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Excel Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Excel Academy will develop a procedure for the periodic review and amendment of this Policy and, in particular, the lists of offenses for suspension or expulsion.

Excel Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Excel Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Excel Academy will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Excel Academy has a basis of knowledge of a suspected

disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform them of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Outline of Responsibilities that May Result in Involuntary Removal

Attendance:

The credentialed teacher of record awards attendance in accordance with applicable law and based on two criteria:

1. The overall amount of learning completed/attained and
2. That some learning occurred on each date of attendance. As indicated in the Governing Board independent study policy, once a student has three missed assignments during a given learning period, the student is no longer in good standing. For purposes of attendance, three assignments are defined as 30% of the assigned learning for the given learning period. The student must complete at least 70% of the learning for that period and must be able to demonstrate that learning to the teacher of record in order to remain in good standing. The credentialed teacher of record uses their professional determination to assign the percent of learning that occurred. Additionally, the student must bring a work sample that aligns to their learning in each of the courses in which the student is enrolled.

Additionally, the student and parent/guardian must attend all scheduled learning period meetings. Missing a meeting results in zero attendance being awarded and a second meeting must be scheduled within five days to evaluate if attendance may be claimed.

I. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity; or school attendance occurring at any time including, but not limited to (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, or while going to or coming from a school-sponsored activity.

II. Enumerated Offenses

1. Discretionary Suspension Offenses

1. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping, e-cigarettes and betel. This section does not prohibit the use of their own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear of their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the

Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
2. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has been reasonably predicted to have the effect of one or more of the following:
- a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - b. Causing a reasonable student to experience substantial interference with their academic performance.
 - c. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
3. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

- reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iv. An act of cyber sexual bullying.
 - v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - vi. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence

For a pupil subject to discipline under this section, the Executive Director may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior.

2. Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessing, selling, or otherwise furnishing any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code 48900(n).

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self- defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping devices, electronic cigarettes, pills and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:

- i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or will be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding the subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - d. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- e. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessing, selling, or otherwise furnishing any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
- d. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code 48900(n).

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and their parent and whenever practical, the teacher, supervisor or Excel Academy employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" is one that involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within (2) two school days unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Excel Academy officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date and time the student may return to school following suspension. This notice shall state the specific offense committed by the student and include notice of any due process rights regarding suspension or expulsion. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The total number of days of suspension shall not exceed twenty (20) school days per year. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil must be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

IV. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student will be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Charter School Board of Directors following a hearing before it. The Board of Directors may be presided over by a designated neutral hearing chairperson. The Board of Directors may make the final determination whether or not to expel the student.

V. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student will be expelled. Unless postponed for good cause, the hearing may be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

The hearing may be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing may be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it may be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

VI. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

1. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
3. Excel Academy must also provide the victim a room separate from the hearing room for the complaining witnesses use prior to and during breaks in testimony.
4. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.

5. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the witness stand.
8. If one or both of the support persons is also a witness, Excel Academy must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
9. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances will be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

VII. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings will be made.

VIII. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons will rely in the conduct of serious affairs. A decision by the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Board of Directors shall be in the form of written findings of fact and a written determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Board of Directors decides not to expel, the pupil shall immediately be returned to their educational program.

IX. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new

district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

X. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

XI. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

XII. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

XIII. Rehabilitation Plans

Students who are expelled from Excel Academy shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the pupil may reapply to Excel Academy for readmission.

XIV. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Excel Academy's Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to Excel Academy's Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Excel Academy capacity at the time the student seeks readmission.

XV. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

XVI. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to meet attendance requirements is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Independent Study Policy and only after the Charter School follows the requirements of the Independent Study Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

XVII. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

- a. Excel Academy will immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Excel Academy or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

- a. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change) and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

- a. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Excel Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
 - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
 - iii. If Excel Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
 - iv. If Excel Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
 - v. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Excel Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - vi. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - vii. Return the child to the placement from which the child was removed, unless the parent and Excel Academy agree to a change of placement as part of the modification of the behavioral intervention plan
 - viii. If Excel Academy, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure

to implement the IEP/504, then Excel Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

- a. The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Excel Academy if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.
- b. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Excel Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Excel Academy agree otherwise.
- c. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.
- d. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

- a. Excel personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- b. The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
 - i. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
 - ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- iii. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

- a. The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

- a. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if Excel had knowledge that the student was disabled before the behavior occurred.
- b. Excel shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
 - i. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Excel supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
 - ii. The parent has requested an evaluation of the child; or
 - iii. The child's teacher, or other Excel personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.
- c. If Excel knew the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA- eligible children with disabilities, including the right to stay-put.
- d. If Excel had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Excel shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Excel pending the results of the evaluation.
- e. Excel shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

D. Procedures to Notify Teachers of Dangerous Pupils

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the school will notify the Teacher of Record or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.

15. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.
17. Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or will be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - b. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with their academic performance.
 - d. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - e. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person
 - f. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 1. Posting to or creating a burn page. "Burn page"

2. Creating a credible impersonation of another actual pupil
 3. Creating a false profile
- iii. An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- g. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs.

[Notification of Dangerous Pupils](#)

Employees shall promptly report to the Director or other immediate supervisor any attempted assault, or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Ed. Code 44014)

In addition, employees shall promptly report to the Director or other immediate supervisor, and may report to law enforcement, any attack, assault, or threat made against them at school related functions including, but not limited to:

- Testing sites
- Field Trips
- School Events
- Learning Period Meetings
- Staff Meetings

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian (Ed. Code 48905)

In order to maintain confidentiality when providing information about student offenses to counselors and teachers to which a student is assigned, the Director or designee shall send the staff member a written notification that one of their students has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Director or designee.

[Additional Requirements and Liability as per Ed. Code 49079:](#)

- A. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- B. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- C. Any information received by a teacher or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employee.

E. Discrimination and Harassment

Excel Academy Charter School is committed to protecting its students and staff from the hazards of school and workplace violence, including both physical and verbal threats. Excel Academy has a zero tolerance policy toward threats or acts of violence and will take appropriate disciplinary action against students, parents/guardians and employees who engage in such conduct. It is important that all students, parents/guardians and staff understand the conduct expected at Excel Academy in order to ensure that all parties feel safe.

Students

Excel Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards teachers, other staff, students and volunteers. Every effort is made at each site to ensure students are aware of the expected behaviors at a school organized event.

Parents/Guardians

The school developed a Civility Policy in light of defining the appropriate conduct for parents/guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption ([Appendix E: Civility Policy](#)).

Staff

Staff conduct is equally important and must exhibit professionalism at all times. Since we consider all school staff to be representatives of Excel Academy, the school outlines standards of conduct for all staff members in the employee handbook and defines expectations surrounding the following areas:

- Workplace violence
- Prohibited conduct
- Physical Contact with Students and Other Staff Members
- Off-duty conduct
- Drug and Alcohol Free Workplace and Awareness Program
- Tobacco Free Workplace

- Punctuality and Attendance
- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Tuition Assistance
- Building Security

For more information about Excel Academy’s policy on staff conduct, refer to [Appendix F: Excerpt from the EACS Employee Handbook “Section III: Standards of Conduct.”](#)

Bullying

Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student’s ability to participate in or benefit from the services, activities, or opportunities offered by the school. The school will establish student safety at all school related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and bullying of any student. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation).

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully (sexually or otherwise), cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a learning center under the jurisdiction of the Director/Principal of CPCS.

Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of “bullying” for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks; see AR 5144.1 – Suspension and Expulsion/Due Process Involuntary Transfer Back to the District of Residence/Due Process.

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person’s safety or that of their family (e.g., placing a person’s picture or address online so that they receives harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Cyber-Bullying

Excel Academy expects all students, teachers, administration and vendors to use electronic communications in a responsible, ethical, and legal manner in order to ensure that offensive, harassing or other communication jeopardizing the integrity of Excel Academy has not been made available to other students.

In communicating via email or in Live Sessions you are agreeing that you will use the email or chatting properly for school, will communicate with faculty and students appropriately, and will not partake in cyber-bullying or any form of harassment.

Harassment and cyber-bullying of or by students or instructors will not be tolerated in the online environment.

Cyber bullying (sexual or non-sexual) is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. This includes threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others. Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cyber sexual bullying includes, but is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

Bullying Prevention, Intervention and Reporting

School staff will have access to SafeSchools online training related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witness an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify an Assistant Director. As appropriate, the Director or the Director's designee, will notify the parents/guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated against, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized.

Disciplinary Action for Students Engaging in Harassment or Cyber-Bullying:

Students who are found engaging in harassing or bullying behavior

- Will have a parent/teacher conference scheduled to discuss the matter and collect and review documentation
- Will receive a warning about possible expulsion for a repeated offense.
- Will be candidates for expulsion dependent on the severity or frequency of the offense.
- Teachers and/or Guidance Counselors will record the documentation in the student's electronic file.

Sexual Harassment

Excel Academy prohibits sexual harassment of school employees and job applicants. The school also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation ([Appendix D : Excerpt from EACS Employee Handbook "Section I: Nondiscrimination Policies"](#))

The Excel Academy Administrative team shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Per AB 1825 and CA Govt. Code Sec. 12950.1, the school will provide supervisory employees within 6 months of their assumption of a supervisory position 2 hours of interactive sexual harassment training and education. Supervisors will be required to complete sexual harassment training every 2 years thereafter.
2. Providing training to all staff on sexual harassment and the sexual harassment school policy, particularly the procedures for filing complaints and employees'

duty to use the school's complaint procedures as outlined in the employee handbook.

3. Publicizing and disseminating the school's sexual harassment policy to staff
4. Ensuring prompt, thorough and fair investigation of complaints
5. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any district employee or job applicant who feels that they have been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to Human Resources, supervisor, the director, or the director's designee. An employee may bypass the supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

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

Hate Crime Reporting

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes will take many forms. Incidents may involve but not limited to physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Intervention and Reporting

1. Any student or employee who believes that they are a victim of hate-motivated behavior shall immediately contact the appropriate staff, Director or the Director's designee, or if an employee, Human Resources.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Director or the Director's designee, or if regarding another employee, Human Resources. Law enforcement will be notified by the Director or Human Resources if it is determined that a hate-motivated crime occurred.
3. The staff has access to SafeSchools training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

F. Schoolwide Dress Code

Prohibition of gang-related apparel

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

35183.

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) “Gang-related apparel” is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become commonplace upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress up days and color days. Schools that have adopted school uniforms experience a “coming together feeling,” greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing “gang-related apparel” if the governing board of the school district approves a plan that may be initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months’ notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil’s parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

G. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property, which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the school shall maintain a visitor record at both sites to assist in site security. (See Appendix F - Irvine, Technology Office Evacuation Map)

Section 4: Human Resources

Human Resources is responsible for providing staff training and ensuring compliance. The following SafeSchools training courses are available to be assigned to designated employees depending upon their level of responsibility for upholding the school Plan and requirements per the law. Training plans may include one or more of the following:

- Active Shooter
- Crisis Response and Recovery
- Family Reunification
- Incident Command Systems
- Managing the Aftermath of Tragedy
- Terrorism: Awareness and Response
- Supervisor's Role in Safety
- Chemical Spills Overview
- Compressed Gas Safety
- Confined Spaces
- Electrical Safety
- Eye and Face Protection
- Facility Emergencies
- Fall Protection
- Fire and Explosion Hazards
- Fire Extinguisher Safety
- General Safety Orientation
- Lead Safety Awareness

- Office Ergonomics
- Personal Protective Equipment
- Slips, Trips and Falls
- Stormwater Management Overview
- AED (Automated External Defibrillators)
- Bloodborne Pathogen Exposure Prevention
- Cardiopulmonary Resuscitation (CPR)
- First Aid
- Health Emergencies: Asthma Awareness
- Health Emergencies: Choking and Heimlich Maneuver
- Health Emergencies: Life Threatening Allergies
- Health Emergencies: Overview
- Health Emergencies: Seizures
- HIV/AIDS Awareness
- Sexual Harassment: Staff-to-Staff
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Workplace Bullying: Awareness and Prevention
- Cybersecurity Overview
- Email and Messaging Safety
- Arson Awareness and Prevention
- Safety Basics for Security Staff
- School Intruders
- School Violence: Identifying and Addressing
- Visual Weapons Screening
- Online Safety: Cyberbullying
- Online Safety: Predators
- Online Safety: Threats of Violence
- Online Safety: What Every Educator Needs to Know
- Bullying: Recognition and Response
- Child Abuse: Identification & Intervention
- Child Abuse: Mandatory Reporting
- Awareness
- Hazing
- Making Schools Safe for LGBT Students
- Mandated Reporter: Child Abuse and Neglect
- Youth Suicide: Awareness and Prevention
- Evacuation Planning for Students with Special Needs
- Online Safety: Threats of Violence

Bloodborne Pathogens (BBP)

This policy pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

Treatment of Students

Applicable staff members will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves by utilizing the kits if they must treat a student. Staff must follow the protocol of the site where the cleanup is needed (test site, field trip, etc.). If a cleanup is needed during a Learning Period Meeting, the teacher facilitator will provide the first aid kit to the parent/guardian for their use. All staff must contact their supervisor when an event requiring the use of their first aid kit was needed. First aid kits will be replaced as necessary.

Procedure

1. In the event of a serious injury resulting in release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All applicable staff will have completed the SafeSchools Bloodborne Pathogens course in order to prevent exposure.
2. Spilled body fluids must not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed by all personnel:
 - Advise the most senior employee on duty. They must be aware of the individual(s) doing the actual clean-up and the purpose of the cleanup.
 - Clean up the spilled fluids as follows:
 - Put on protective gloves
 - Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit
 - Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder Pack. Cover the spill for 15 minutes
 - Use paper towels to pick up material as best possible. Place all potentially contaminated materials in a leak-proof plastic bag.
 - Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof bag

- Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place in the bag
 - Secure the bag and discard it as other trash
 - Wash hands thoroughly in hot, soapy water
3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director.

H. A Safe and Orderly Environment Conducive to Learning at the School

Law Enforcement Response

The police will arrive to respond to the emergency. Follow these guidelines:

1. Comply with police instructions. The first responding officer will be focused on stopping the active shooter and creating a safe environment for medical assistance to be brought in to aid the injured.
2. When the police arrive at the location:
 - a. Remain calm and follow officer instructions
 - b. Put down any items in hands
 - c. Immediately raise hands and spread fingers
 - d. Keep hands visible at all times
 - e. Avoid making quick movements toward the officers such as attempting to hold onto them for safety
 - f. Avoid pointing, screaming and/or yelling
 - g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which the officers are entering the area or to an area directed
 - h. Notify any Excel Academy administrator of evacuation from the premises
3. When the police arrive, provide the following information is available and applicable:
 - a. Number of shooters
 - b. Number of individual victims and any hostages
 - c. The type of problem causing the situation
 - d. Type and number of weapons possibly in possession of the shooter
 - e. All necessary Excel Academy administrators still in the area as part of the school's emergency management response
 - f. Identity and description of participants, if possible
 - g. Keys to all involved areas as well as floor plans

Post-Incident Action

When the police have determined that the active shooter is under control, the emergency operator will provide a public announcement that the emergency is over using a prearranged code (e.g. "All Clear").

Police Investigation

After the police have secured the premises, the school will arrange to have designated representatives participate in the law enforcement investigation of the incident, including identifying witnesses and providing requested information and documents.

Medical Assistance

The school will designate representatives who will engage with emergency responders who provide medical assistance to injured employees, including ensuring that all required medical benefits and insurance documentation is provided.

Notifications of Relatives

The school will designate a school representative to notify relatives of any injured employees in a timely fashion

OSHA

In the event that there is a fatality or one employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within eight (8) hours. In the event of a hospitalization of one of the employees for treatment, OSHA must be notified within twenty-four (24) hours.

In addition, if the fatality or injury is work-related, the school may have to record the incident within seven (7) calendar days.

To file a report with OSHA, a school representative will call the 24 hour hotline or contact the nearest OSHA office. <https://www.osha.gov/report.html>

Local OSHA California State Plan Offices within the school's service area:

1. Long Beach 562-508-0810
2. Los Angeles 213-576-7451
3. Van Nuys 818-901-5403
4. Santa Ana 714-558-4451

Media

The school will designate a representative who will respond to any media requests for information. Such representatives will carefully consider the nature of any such requests in order to avoid disclosing information about any person that is considered confidential and protected under Federal and state privacy and medical information laws and regulations and interfering with any ongoing police or internal investigation.

Appendices

Appendix A: Emergency Contact Information in Paycom

1. Login into the Employee Portal in Paycom
2. Click “Information”
3. Under Address and Contact Information, enter Emergency Contact Information and click “Update”

Time Management Time-Off Requests **Information** Payroll Documents Checklists Company Information Learning

Address and Contact Information

Emergency Contacts

Emergency Contact 1	Emergency Contact 2
Emergency Phone Number * 	Emergency Phone Number
Emergency Contact Name * 	Emergency Contact Name
Relationship to the Employee * 	Relationship to the Employee

Emergency Contact 3

Emergency Phone Number

Emergency Contact Name

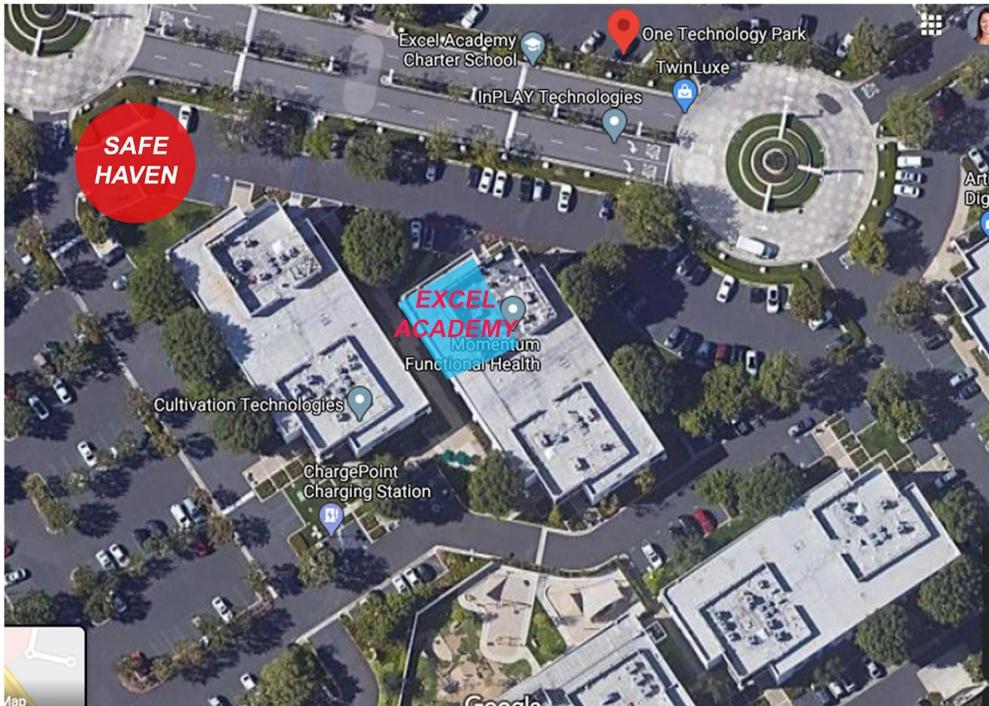
Relationship to the Employee

Appendix B: Irvine Executive Office Evacuation Map

In any hostile situation every individual should try to remain calm. If it becomes necessary to evacuate the Excel Academy office, exit the building safely and make your way to the safe haven (parking lot area in front of building J-see aerial map) as quickly as possible. Staff will gather on the lawn in front of the building. Call 911 as soon as you are clear of any danger (natural or otherwise).

If trapped inside the building, lock the main/front doors if possible and retreat to one of the interior offices together. Lock that door, barricade it with any heavy objects, turn off the lights, silence all cell phones and call 911.

IN CASE OF EVACUATION DUE TO FIRE, NATURAL DISASTER OR OTHER- ALL EMPLOYEES AND GUESTS PLEASE MEET AT SAFE HAVEN AREA INDICATED ON THIS MAP.



**Phone number for Hoag Urgent Care
949-557-0600
Hours: 8am-8pm (M-F)
8am-5pm (Sat/Sun)**

Hostage situation in main lobby (Building I):

If a hostage is held against their will in the lobby, the other employees in the private interior offices must close and lock their doors immediately, barricade their door with one of the large desks and call 911 immediately.

Hostage situation in one of the private interior offices:

If a parent or visitor is able to hold one of the employees hostage in their own private office, any employee who is able must evacuate quickly through the main office door, and get to the Safe Haven (South East end of parking lot - see map) and immediately call 911. Staff will gather on the lawn in front of the building.

If the other employees are unable to escape out the front door, they must close and lock their private, interior doors immediately, barricade their door, turn out the lights, silence their phones/pagers, and call 911.

Natural Disasters:

In southern California, the most likely natural disaster is an earthquake. In the event that an earthquake occurs at the Main Office, the following actions shall be taken:

1. Individuals must implement the Drop, Cover, and Hold action. Each individual must:
 - **Drop** to the ground. For those individuals who are physically unable to drop to the ground, they must remain seated and cover their heads with their arms and hands
 - **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows
 - **Hold** on to table or chair legs
 - Remain in the drop position until ground movement ends
2. Assess the situation
 - Severe structural damage
 - Fire
 - Toxic spill
 - Injuries (Render first aid if necessary)
3. Evacuate the room if necessary
4. For additional emergency treatment, call 911 immediately.

Concentra Urgent Care Address: 15751 Rockfield Blvd. (see map)

Please report any office or building damage to the Office Manager.

Appendix C: Child Abuse Report Form

	Print	SUSPECTED CHILD ABUSE REPORT	Reset Form
To Be Completed by Mandated Child Abuse Reporters		CASE NAME: _____	
Pursuant to Penal Code Section 11166		CASE NUMBER: _____	
<i>PLEASE PRINT OR TYPE</i>			
A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		MANDATED REPORTER CATEGORY
	REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		DATE/TIME OF PHONE CALL
	ADDRESS		TELEPHONE
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
	PRESENT LOCATION OF VICTIM		ETHNICITY
	SCHOOL		TELEPHONE
	CLASS		GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO
	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME
D. INVOLVED PARTIES	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:
	<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND		TYPE OF ABUSE (CHECK ONE OR MORE)
	<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT
	RELATIONSHIP TO SUSPECT		<input type="checkbox"/> OTHER (SPECIFY)
	PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK
	VICTIM'S SIBLINGS		
	1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY
E. INCIDENT INFORMATION	2. _____		4. _____
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
	HOME PHONE		ETHNICITY
	BUSINESS PHONE		
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
	Zip		ETHNICITY
TELEPHONE			
OTHER RELEVANT INFORMATION			
IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____			
DATE / TIME OF INCIDENT		PLACE OF INCIDENT	
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)			

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Appendix D: Excerpt from EACS Employee Handbook: “Section I: Nondiscrimination Policies”

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to have the most highly qualified people in every position. School policy prohibits unlawful discrimination based on actual or perceived race, 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, ethnicity, national origin or ancestry, citizenship, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), 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 will 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. But in the final analysis, attainment of The School’s goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of all of you.

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 on the basis of sex in the educational program or activity which it operates, including employment in such programs and activities.

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

Ms. Megan Anderson, Assistant Director of Human Resources
Title IX/Uniform Complaint Procedure Coordinator
(714) 336-4220
manderson@excelacademy.education
1 Technology Dr, Ste I-811

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy must, as appropriate, immediately contact their supervisor, the coordinator, or the CEO 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 Coordinator listed above or Human Resources.

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 lead, supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action.

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 must 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. An applicant or employee who requires accommodation due to a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) must also contact the HR department and discuss the need for accommodation. If the accommodation is reasonable and will not impose an undue hardship, the School will work to make the accommodation.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment 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, 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, ethnicity, national origin or ancestry, citizenship, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation. 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, 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:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- 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;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by company 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 will amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

The School is committed to compliance with all applicable laws providing equal employment opportunities and is dedicated to ensuring a culture free of harassment. This commitment applies to all persons involved in School operations and prohibits unlawful discrimination by any employee of the School, including supervisors and coworkers as well as prohibiting harassment and prohibited conduct.

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). You may at any time contact your 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 will in no way be held against the employee.

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 the individual is used as the basis of 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 campus or school grounds 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. Leads, managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort must 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, Human Resources, the CEO or 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 complainer must 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.

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. Protected groups under the law include the following:

- Age (40 and over)
- Ancestry
- Color
- Religious Creed (including religious dress and grooming practices)
- Denial of Family and Medical Care Leave
- Disability (mental and physical) including HIV and AIDS
- Marital Status
- Medical Condition (cancer and genetic characteristics)
- Genetic Information

- Military and Veteran Status
- National Origin (including language use restrictions)
- Race
- Sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding)
- Gender, Gender Identity, and Gender Expression
- Sexual Orientation

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 must discuss their concerns with their immediate lead, supervisor, manager, office manager, or HR 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 Human Resources. In addition, the School encourages individuals who believe they are being subjected to such conduct promptly to 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. However, the School cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it will take whatever steps are necessary to correct the problem.

Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, may be addressed through the School's Uniform Complaint Procedures. A complaint will be followed by a fair, complete and timely 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.

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 must 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 must 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.

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 must 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 will 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. 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. If a party to a complaint does not agree with its resolution, that party may appeal to the CEO.

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 must be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees will 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 must talk with their supervisor or the HR department. Finally, these policies will 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 will 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 below 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.

Appendix E: Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for the students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- using an inappropriately loud voice;
- using profane, vulgar, or obscene words or gestures;
- belittling, jeering, or taunting;
- using personal epithets;
- using violent or aggressive gestures or body-language;
- repeatedly and inappropriately interrupting another speaker;
- repeatedly demanding personal attention at inappropriate times;
- purposefully and inappropriately invading personal space;
- purposefully ignoring appropriate communications;
- wrongfully interfering with another person's freedom of movement;
- wrongfully invading another person's private possessions; or;
- any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how they responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Appendix F: Excerpt from the EACS Employee Handbook: “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 the School, in its sole discretion, 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 is concerned about violence in society. The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other employee. The School will also not condone any acts or threats of violence against school employees or customers while engaged in business with or on behalf of the School.

The School has developed guidelines to help maintain a secure workplace. It is important to be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to the Executive Director or their designee. Secure the desk or office at the end of the day. When called away from the work area for an extended length of time, do not leave valuable and/or personal articles in or around the workstation that may be accessible. The security of facilities as well as the welfare of the employees depends upon the alertness and sensitivity of every individual to potential security risks.

The employee must 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.

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

In keeping with the spirit and intent of this policy, and to ensure that the School’s objective in this regard is attained, it is the commitment of the School:

- To provide a safe and healthy work environment, in accordance with the School's safety and health policy.
- 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.
- 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.
- To prohibit employees, former employees, customers, and visitors from bringing unauthorized firearms or other weapons to school work and non-work related gatherings, meetings and functions.
- To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the maximum 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. The School's employees that violate this policy will be subject to disciplinary action, up to and including discharge. Prohibited conduct includes, but is not limited to:

- Causing physical injury to another person.
- Making threatening remarks.
- Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress.
- 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 human resources 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. This includes, for example, 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. Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. The School will not condone any form of retaliation against any employee for making a report under this policy.

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 also may be prohibited and will result in disciplinary action up to and including termination.

- Falsifying employment records, employment information, or other School records;
- Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
- Recording the work time of another employee or allowing any other employee to record another employee's work time, or falsifying any time card, either one's own or another employee's;
- Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
- Removing or borrowing School property without prior authorization;
- Unauthorized use or misuse of School equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on School property;
- Participating in horseplay or practical jokes on School time or on School premises;
- Carrying firearms or any other dangerous weapons on School premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating, or participating in a disruption of any kind during working hours on School property;
- 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;
- Using abusive, threatening or intimidating language at any time on School premises;
- Failing to notify a supervisor when unable to report to work;
- Unreported absence of three (3) days;
- Failing to obtain permission to leave work for any reason during normal working hours;
- Failing to observe working schedules, including rest and lunch periods;
- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Making or accepting personal telephone calls, including cell phone calls, of more than three minutes in duration during working hours, except in cases of emergency or extreme circumstances;
- Working overtime without authorization or refusing to work assigned overtime;
- Violation of dress standards;

- Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing or involvement in any act of unlawful harassment of another individual;
- Failing to promptly report work-related injury or illness;
- Any other action or behavior, which could harm the Schools, 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 teacher or 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 they not be touched, then that request must be honored without question.

The following forms of touching are never appropriate:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting student on one's lap (grades 3-8)
- Touching buttocks, chests or genital areas
- Pushing a person or another person's body part (other than in self-defense, defense of another, or property)
- Showing affection in isolated areas
- Wrestling with students or other staff members
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massages
- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

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.

Restraining a child who is trying to engage in violent or inappropriate behavior may also 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. The victim may also choose to bring civil or criminal charges against the violator. This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or children with a disability, touching is more appropriate. A touch for the purpose of helping (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. Teachers and staff members must apply the rules of common sense in the circumstances they find themselves.

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 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. Use of these substances whether on or off the job will 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:

- Drive a company vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
- Sell or purchase an illegal or controlled substance, including while on the job, on the School's property, or in the presence of students;
- Possess or use alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
- Be under the influence of alcohol or an illegal or controlled substance while on the job, or on the School's property

The School will establish a drug-free awareness program to inform employees about:

- The dangers of drug abuse in the workplace;
- The policy of maintaining a drug-free workplace;
- Any available drug counseling, rehabilitation, and employee assistance programs; and
- 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 offence 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 occurring in the workplace. 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.

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.

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 products.

G. Punctuality and Attendance

You are part of a team, and getting the work done depends on everyone being in the right place at the right time. As an employee, you must be conscientious about your attendance and punctuality at work. Attendance is also an important measure of your overall performance on the job. Employees are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for students and fellow employees. To avoid conflict with the daily operations of the School, employees must schedule personal affairs outside of regular working hours. When an employee is absent, others must perform their assigned work. Employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times.

If the employee is unable to report for work on any particular day, they must under all but the most extenuating circumstances call their supervisor or Human Resources at least one hour before the time they are scheduled to begin working on that day, and must obtain approval for their absence from the Executive Director or designee. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

Employees also must inform Human Resources or designee of the expected duration of any absence. Excessive absences, lateness or failure to give your supervisor advance notice for absence or lateness will result in disciplinary action or dismissal from employment. 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 Human Resources 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 determine that the employee has abandoned their employment.

Employees with emergencies or situations that do not allow them to do their job must inform their supervisor or Human Resources 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 workdays without notice, and missing required deadlines/meetings constitutes abandonment of employment.

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 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 will do to help leave people with a good impression of the School. These are the building blocks for the school's continued success.

- Communicate with parents regularly.
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in their work and enjoy doing their very best.

The employee may not bring their own children to school events (learning plan meetings, CAASPP testing, school meetings, etc.) unless they are participants in the events or it is a general school event open to all students or employee families. The Executive Director or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Each employee must report to work properly groomed and dressed in professional attire. Employees are expected to dress appropriately and 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 Executive Director or designee. The Executive Director or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law.

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 impartiality with regard to decisions or action 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. The Executive Director will supervise the collection of all fees and will be responsible for managing the receipts with student services Purchasing. Teaching staff and students are not permitted to do fundraising or fee collection; rather, all financial transactions must be coordinated with the Executive Director. Teachers and staff are not permitted to conduct personal sales or fundraising (such as Avon, bath/beauty products, etc.). Cash and/or checks must not be stored or locked in staff offices or desks.

L. Building Security

All employees who are issued keys to the office are responsible for their safekeeping. These employees will sign a Building Key Disbursement form upon receiving the key. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with 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 or CEO.

Appendix G: CAASPP Testing Security Form



EXCEL ACADEMY'S CAASPP TEST SECURITY FORM (ONE per family)

Family's Last Name _____

Test Site/Location _____ **ToR Name** _____

Student Information **Cell Phone at Test Site Y/N**

Student's Name _____ Grade _____ Y or N

Parent's Name _____ **Cell Phone #** _____

List student's name and allergies (if applicable) and important details for test site lead.

In case of an emergency, please contact _____

Phone Number(s) _____

The following individual(s) have my permission to drop off/pick up my child(ren).

1. Name _____ Phone _____

2. Name _____ Phone _____

If you have a high school student that will be driving to the test site on his/her own, and wish to allow your student to sign in/out for himself/herself, please complete this portion.

_____ My high school student has my permission to sign himself/herself in and out.

_____ My high school student has my permission to sign his/her siblings in and out.

NOTE - I understand that cell phones/smart watches might be collected at the start of each testing day and returned to the student(s) at the end of each testing day. Cell phones/smart watches must be turned off during testing. For safety purposes, I understand that backpacks are not allowed. Please bring lunch/snack in a clear bag.

Parent's Signature _____ **Date** _____

Appendix H: Triage Guidelines

Immediate Classification

These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

After assignment to the immediate classification, the students are then further divided into two additional groups. The two subgroups are the immediate life threatened, and the potentially life threatened. Injury patterns seen in this group include:

- Head injuries with decreasing level of consciousness:
- Airway/chest injuries with associated cardiorespiratory or respiratory compromise:
- Shock associated with hemorrhage:
- Blunt or penetrating abdominal trauma;
- Life threatening fractures such as femur, pelvic, etc.
- Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.

Medical problems assigned to the immediate classification include:

- Chest pain not associated with blunt trauma:
- Suspected hypo/hyperglycemia:
- Unconscious without associated trauma:
- Obstetrical problems:
- Seizures with or without trauma:
- Hysterics requiring isolation from others:
- Hypothermia
- Hyperthermia

Delayed Classification

Anyone in this classification is considered to be a lower priority victim. Since this is a two-tiered system, the “delayed” group is a catchall for any victims other than those who are life-threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

- Serious injuries, non-life-threatening, including:
 - Fractures with distal pulse
 - Serious lacerations requiring repair
 - Third-degree burns less than 25% BSA
 - Second-degree burns of any percentage
 - Injuries to the eye
 - Spinal cord injuries
- Minor injuries requiring first aid treatment only and the non-injured. This group will be transported to an ambulatory holding or evacuation center. They do not need to tie up hospital facilities.
- The dead at the scene. These are sent to a common morgue area.
- Critically injured, seriously life-threatened, non-salvable patients.

Appendix I: Suicide Prevention

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- **Listen** to what the person is saying and take suicidal threats seriously. Many times a person may be looking for just that assurance.
- **Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- **Ask** whether the person is really thinking about suicide. If the answer is "YES," ask how they plan to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- **Get Help** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- **Stay** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- **Don't** leave the person alone for even a minute.
- **Don't** act shocked or be sworn to secrecy.
- **Don't** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you must not add to the burden.
- **Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You must, therefore, stay involved until you get help.

- **Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting them to a trained professional. Under no circumstances must you attempt to counsel the person.





Appendix J: Excel Academy Office Contact Information

School Year: 2021-2022

Site Name: Excel Academy Charter School

Purpose: Main Excel Academy Offices

Location: 1 Technology Drive Suite I-811 Irvine, CA 92618

Phone: (949) 387-7822

Website: www.excelacademy.education

Email: admissions@excelacademy.education

Site Description:

- Monday through Friday 7am to 4:30pm. Closed all Federal holidays.

Property Managed by:

The Irvine Company
7525 Irvine Center Drive
Irvine, CA 92618
M-F 8am-5:30pm
949-398-8900

24 Hour Security & After Hours: (866) 234-9851
Hazardous Material Reporting: (714) 433-6240
Orange County Fire Authority: (714) 573-6000
Irvine Police Dept. (949) 724-7200
Poison Control (949) 222-1222

Appendix K: Emergency Contact Phone Numbers

1. POISON CONTROL HOTLINE.....(800) 222-1222
2. LA COUNTY DISASTER HOTLINE.....(800) 980-4990
3. AMERICAN RED CROSS.....(661) 267-0650
4. SOUTHERN CALIFORNIA EDISON.....(800) 611-1911
5. SUBURBAN PROPANE.....(661) 942-5117
6. LOS ANGELES COUNTY WATERWORKS.....(877) 637-3661
7. ORANGE COUNTY SHERIFF'S DEPT..... (714) 647-7000
8. LA COUNTY SHERIFF'S DEPARTMENT..... (213) 229-1700

Appendix L: Incident Report



California Pacific Charter Schools • Community Collaborative Schools
Keppel Partnership Academy

EXCEL ACADEMY INCIDENT REPORT

Circle Location of Incident: School Office Test Site Field Trip
 Name of Test Site or Field Trip: _____

Date of Incident:		Student's Name:	Grade:
DOB:	Education Specialist:		School:
Description of Incident:			
Student's signs and symptoms:			
If allergic reaction, actions taken before medication was administered:			
Actions taken, if NOT allergic reaction:			

Person (and title) who called 911:	Time of call to 911:
Medication administered (if allergic reaction):	Dose:
Route:	Time:
Student's response to medication (if allergic reaction):	
Other Medications administered (if allergic reaction):	Dose:
Route:	Time:
Other Interventions or occurrences (if any):	
Time paramedics arrived:	Incident information given by (to paramedics):
Time emergency contact was notified (parent/guardian/etc.):	Name of emergency contact (Parent/guardian/etc.):
Method of notification (phone, text, email, in-person, etc.):	Emergency contact notified by:
Time person was transported to emergency room:	

Parent contacted (phone or in person)	Parent Name:
Parent contact on...	Date: Time:
Report completed by (Print clearly):	
Report completed by (Signature):	
Report completed on (Date):	



2022-2023 Excel Academy Charter Schools COVID Safety Plan (CSP)

Excel Academy Charter Schools Administrative Offices:

1 Technology Drive Bldg I, Suite 811
Irvine, CA 92618
Heidi Gasca, Executive Director
949-412-3122
hgasca@excelacademy.education

LEA: Excel Academy Charter School #2073
County: San Bernardino
Enrollment: 483 students (Tk-12)
Reopen Date: April 1, 2021 per state, federal and local guidelines

LEA Excel Academy Charter School #2053
County: San Diego
Enrollment: 1124 students (TK-12)
Reopen Date: April 1, 2021 per state, federal and local guidelines

This document will be posted on the schools' website in compliance with the California Department of Public Health (CDPH) requirements for the safe reopening of schools. The COVID Safety Plan (CSP) includes the COVID-19 Prevention Plan required by CalOSHA and the 2022 COVID-19 School Guidance Checklist responses. The CSP outlines the schools' preparations and plans for the safe reopening of the charter schools. Further, the plan outlines training for staff, cleaning of facilities, and protective measures to minimize risk of exposure to the COVID-19 virus.

Resources:

The leadership team has prepared this plan based on the available resources and guidance. The CSP includes survey responses from staff for input regarding a safe work environment, along with guidance and regulation from OSHA, CDC and federal, state and local governance.

**I.Stable Group Structures (where applicable)
Entrance, Egress, Movement within the School**

Not applicable to nonclassroom based independent study charter schools.

Excel Academy Charter School includes stable student groups of instruction with the Teacher of Record (ToR). Learning period meetings will be held indoors or outdoors in secure and safe community areas. These meeting places will follow all federal, state, local and the school's COVID-19 compliance requirements. Excel Academy Charter Schools internal office staff must follow all applicable rules and regulations set forth by the COVID-19 Prevention Plan, Safety Plan and follow all group structure requirements.

II.Face Coverings and Other Essential Protective Gear

Excel Academy Charter School staff can wear applicable face coverings and personal protective equipment (PPE) during indoor learning period meetings and during live events after a reported exposure has occurred in the last (5) days.

III.Health Screenings for Students and Staff

All staff can complete the [EACS COVID-19 Assessment Form](#) before each shift if experiencing COVID like symptoms.If the assessment suggests an employee should not come to work, staff should email their results to the HR department. Telework may be arranged as an accommodation for staff who are quarantined, but able to continue working remotely. If teleworking has been approved, staff are to continue to telework until they are no longer required to quarantine, typically 5 days. Staff may not return to in-person services until they are no longer under quarantine or isolation directives.

Staff who have tested positive to COVID-19 and have visited the administrative office or provided in-person services must inform HR and the Office Manager immediately.

Staff should contact HR with any questions related to COVID-19 and possible leave options.

Note: a five (5) day duration includes Saturdays and Sundays.

IV. Healthy Hygiene Practices

Excel Academy Charter Schools staff are advised to:

- Wash hands often with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid touching eyes, nose, and mouth and use a sanitary napkin and properly dispose. Frequently touched objects should be clean and disinfect frequently touched objects often and at the beginning and end of each shift.
- Avoid using other employees' phones, desks, offices, or other work tools and equipment and clean and disinfect common areas surfaces such as copiers and postage machines between use.

Visitors are encouraged to schedule appointments so that reduced office occupancy can be maintained. Visitors will be provided tissues and access to no-touch trash cans and touchless hand sanitizer stations. The facility bathroom provides soap and water for handwashing. If soap and water are not readily

available, alcohol-based hand sanitizer that is at least 60% alcohol will be provided. Staff will be directed to visit CDC's webpage to review coughing and sneezing etiquette and proper handwashing through the Assessment Form.

Excel Academy Charter Schools continues to follow the CDC's guidance for cleaning and disinfecting and has developed, and implemented a plan. Staff will clean frequently touched surfaces at the beginning and end of each shift and between uses. The property management company will also perform nightly deep sanitation of the building office spaces and common areas. Dirty surfaces will be cleaned using a detergent or soap and water before disinfecting them. Staff will disinfect surfaces using EPA-registered disinfectant that is effective against SARS-CoV-2. Staff will be provided disposable disinfecting wipes to wipe down commonly used surfaces before each use.

All disinfectants will be stored in a responsible and appropriate manner according to the label. Staff will be instructed to not mix cleaning and disinfectant products together. All staff will be advised to wear gloves and other PPE as appropriate for the chemicals being used.

V. Identification and Tracing of Contacts

If onsite illness is suspected or announced the staff member who has fallen ill will be asked to return home; and if well enough continue work under virtual accomodation.

Upon determination of illness, appropriate personnel should safely close off areas that have been used by the sick person (e.g., their desk or workstation) until proper disinfection can be completed. If possible, outside doors and windows should be open to increase air circulation during the waiting period.

Human Resources will be responsible for addressing COVID-19 exposures and their impact at the workplace. Staff will follow protocol outlined by the participating county office of education, county department of health and CalOSHA.

Sick leave policies and practices that are flexible and supportive have been implemented to ensure consistency with public health guidance. State and federal workplace laws and policies will be shared with employees and will allow employees to stay home, without penalty, to care for themselves, a sick family member, or take care of children due to closures.

VI. Physical Distancing

The Teacher of Record is responsible for solidifying safe and appropriate public locations and must abide by all rules and regulations of the location, establishment as well as EACS Safety Plan. The Teacher of Record is encouraged to always avoid any type of physical contact with students and family members. Equipment used should be sanitized before and after meetings and/or all attendees should use their own equipment and refrain from any exchange.

All materials and curriculum can continue to be ordered and delivered using the dropship functionality to reduce exposure to staff and students. For more information on dropship options please contact the Student Services Department.

VII. Staff Training and Family Education

Excel Academy Charter Schools Leadership team has worked diligently to stay abreast of information and guidance issued by federal, state, local government and healthcare agencies. HR staff monitors the

www.covid19.ca.gov website along with the CDC, CDPH, and county office of education, and CalOSHA for updates.

The Schools have ensured staff and families have the most current federal, state and local COVID-19 information by issuing monthly FAQ documents, hosting informational sessions, emails and uploading all information and documents to a specialized COVID-19 platform on the school website.

VIII. Testing of Staff

Excel Academy Charter Schools will provide staff free testing site information and at home testing kits. Testing is not mandatory for staff at this time.

IX. Testing of Students

Excel Academy Charter Schools will provide families applicable free testing site information upon request. Testing is not mandatory for students at this time.

X. Identification and Reporting of Cases

If onsite illness is suspected or announced the staff member who has fallen ill should be immediately separated from the other staff members to a safe and secure location, preferably return home.

Upon determination of illness appropriate personnel should safely close off areas that have been used by the sick person (e.g., their desk or workstation). Human Resource staff will be responsible to address COVID-19 issues and their impact at the workplace.

XI. Communication Plans

Excel Academy Charter Schools COVID-19 Safety Plan can be found on the schools' website under the "COVID" tab along with other resources. The administrative office also has physical copies of the plan on site, which is accessible anytime via email by contacting Human Resources at manderson@excelacademy.education.

XII. Consultation

Excel Academy Charter Schools will regularly confer with all stakeholders to ensure the safety of students, staff, and the school community.

XIII. Local Health Officer Approval of the CSP

Not applicable to Excel Academy Charter School at this time.

EXCEL ACADEMY CHARTER SCHOOL

Agenda Item:

Date: February 9, 2023

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
X	Education/Student Services
	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X_____ **Item is for Information Only:**

Item: Approval of the Excel Academy Behavioral Improvement Plan Template

Background: The Behavioral Improvement Plan provides teachers and administrators the ability to document any inappropriate or out of character student behavior. Similar to our Progress Improvement Plan, the BIP provides an opportunity to identify the issue and to utilize a restorative approach by creating a positive plan for a more appropriate course of action. This also provides accountability by establishing clear expectations for appropriate school behavior.

Fiscal Impact: None

Item: Approval of the 2021-2022 School Accountability Report Card (SARC) Final

Background: The School Accountability Report Card (SARC) has been created to provide required information about Excel Academy Charter Schools to the community. The SARC also allows the community to compare schools regarding student achievement, environment, resources and demographics. Upon board approval, the SARC is posted on the website and shared with all stakeholders.

Item: Approval of the Comprehensive School Safety Plan Revisions

Revisions:Content Changes 02/03/2023

- Addition of SB 906 Guidance

- Update and validation of all appendix links
- Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
- Added (Appendix A: Emergency Contact information in Paycom) - In case of a declared emergency, students will be released only to persons designated on the applicable form. Parents/guardians are responsible for ensuring that information on all forms is current at all times.
- Replace link: “<https://www.paycomonline.net/v4/cl/cl-menu.php>” with “#heading=h.u7z9zpiuy0m5”
- Replace link: “<https://docs.google.com/document/d/1wnvqmnPgax8sxp5402xyxkhgwxSOqxO0zVTxz4brWA/edit#heading=h.evcc8x1rbxnd>” with “#heading=h.u7z9zpiuy0m5”
- Replace link: “<https://www.paycomonline.net/v4/cl/cl-menu.php>” with “#heading=h.evcc8x1rbxnd”
- Replace link: “<https://docs.google.com/document/d/1wnvqmnPgax8sxp5402xyxkhgwxSOqxO0zVTxz4brWA/edit#heading=h.evcc8x1rbxnd>” with “#heading=h.evcc8x1rbxnd”
- Added new links -(Appendix A: Emergency Contact information in Paycom, Appendix M: CAASPP Site Security form, Appendix B: Excel Academy Field Trip Permission Slip and Waiver)
- Add: “All threats or perceived threats of violence against any person or property are considered serious. ...”
- Replace link: “<https://docs.google.com/document/d/1wnvqmnPgax8sxp5402xyxkhgwxSOqxO0zVTxz4brWA/edit#heading=h.rtnterie5jxm>” with “#heading=h.9jqbiw2zv0w”
- Replace link: “<https://docs.google.com/document/d/1wnvqmnPgax8sxp5402xyxkhgwxSOqxO0zVTxz4brWA/edit#heading=h.rtnterie5jxm>” with “#heading=h.9jqbiw2zv0w”
- Replace link: “<https://docs.google.com/document/d/1wnvqmnPgax8sxp5402xyxkhgwxSOqxO0zVTxz4brWA/edit#heading=h.evcc8x1rbxnd>” with “#heading=h.evcc8x1rbxnd”
- Replace link: “<https://docs.google.com/document/d/1wnvqmnPgax8sxp5402xyxkhgwxSOqxO0zVTxz4brWA/edit#heading=h.oieuqk3nkva9>” with “#heading=h.ugh3ilk2bzbz”
- Add: “Potential responses: In response to an active shooter event, there will be four potential courses of...”
- Add: “All threats or perceived threats of violence against any person or property are considered serious. ...”
- Selected text added as SB 906 Guidance

In the event that the School(s) are performing assessments in-person the following procedures will be followed. Furthermore, if testing is conducted virtually the following procedure is not necessary.

Ms. Megan Anderson, Assistant Director of Human Resources

Title IX/Uniform Complaint Procedure Coordinator

(714) 336-4220

manderson@excelacademy.education

1 Technology Dr, Ste I-811

Add section from EACS handbook

- Selected text added as SB 906 Guidance

|Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property, which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the school shall maintain a visitor record at both sites to assist in site security. (See Appendix F - Irvine, Technology Office Evacuation.

- Delete: “Appendix F: Excel Academy Office Evacuation Map)”
- Delete: “The employee must immediately notify the Executive Director or designee when other employees or outs...”

Coversheet

Approval of Independent Contractor Services Agreement for Special Education

Section: IX. Business/Financial Services
Item: A. Approval of Independent Contractor Services Agreement for Special Education
Purpose: Vote
Submitted by:
Related Material: EACS Independent Contractor Agreement.pdf

BACKGROUND:

Adam Stein is a retired SELPA (California's regional special Education Services Agency) Executive Director and schools Superintendent who has practiced mediation, negotiation, and facilitation for 25 years. Excel Academy would like to contract with Mr. Stein to identify and clarify the value base of a good Special Education system and how to implement it in our non classroom based model. It will cover the following areas, among others.

A. Matching the special education system with the organizations' values and mission.

B. Evaluating and correcting elements that mark a successful system, including:

- IEP compliance and defensibility issues and systems
- Monitoring and improving special education systems, including design, hiring, staffing, supervision, services, support and troubleshooting.
- Building instructionally and legally sound systems.
- Budgets
- Using improvement and implementation science to understand and improve a special education system.
- Fitting a special education system into a general education system

EXCEL ACADEMY CHARTER SCHOOL **INDEPENDENT CONTRACTOR SERVICES AGREEMENT**

GENERAL INFORMATION:

School/Department:

Contractor:

Contractor's Contact Person:

Adam Stein

Contractor's TI# or SSN:

This Independent Contractor Services Agreement ("Agreement") is made and entered into effective January 23, 2023 by and between the Excel Academy Charter School ("School") and Adam Stein ("Contractor").

1. Contractor Services. The contractor agrees to provide temporary assistance, support, and guidance, in a professional advisory capacity, to the Chief Executive Officer operations. The parties anticipate that Contractor will provide these services approximately _____.
2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions, and has otherwise all legal qualifications to perform the Agreement.
3. Term. The Agreement shall begin on _____, and terminate on _____ 2023. The total amount payable will not exceed \$6,000. There shall be no extension of the Agreement without express written consent of all parties.
4. Payment. School agrees to pay Contractor at the rate of \$150 per hour. Checks will be made payable to Adam Stein. Payments shall be limited to amount written in this paragraph. School agrees to pay Contractor within thirty (30) days of receipt of a detailed invoice.
5. Incidental Expense. Contractor shall be responsible for all expenses associated with the Agreement, including lodging, meals, travel, supplies, and other incidental expenses incurred unless otherwise agreed to in advance for specific activities.
6. Conflict of Interest. Contractor does not have, or anticipate having, any interest in real property, investments, business interests in or income from sources which would provide Contractor or his spouse with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.
7. Termination of Agreement. Either School or Contractor may terminate this Agreement at any time for any reason upon written notice. In the event of early termination, Contractor shall be paid for satisfactory work performed prior to the date of termination. The School may then proceed with the work in any manner the School deems appropriate.
8. Indemnity. The Contractor shall defend, indemnify, and hold harmless the School and its agents, employees, Board of Directors, members of the Board

of Directors, from and against claims, damages, losses, and expenses (included, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from performance of the contract (including, but not limited to) the Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property or delay or damage to the School, its agents, employees, Board of Directors, members of the Board of Directors, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

9. Independent Contractor Status. While engaged in carrying out the terms and conditions of the Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venturer of the School.
10. Worker's Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance of Contractor's employees, if any, at Contractor's own cost and expense.
11. Taxes. Contractor agrees that Contractor has no entitlement or any future work from the School or to any employment or fringe benefits from the School. Payments to the Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. School will not withhold any money from compensation payable to Contractor. In particular, School will not withhold FICA (social security); state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
12. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the School.
13. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
14. Amendments. The terms of the Contract Documents shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
15. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior Court of California.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Contractor and the School and their respective successors and assigns.
17. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company for whom it was intended, or if delivered at or sent by registered or certified mail to the last business address known to the person who gives notice.

School:	Contractor:
Excel Academy Charter School	Adam Stein

18. Non-Discrimination. It is the policy of the School that there shall be no discrimination against any of Contractor’s prospective or active employees because of race, color, ancestry, national origin, sex or religious creed. Therefore, the Contractor agrees to comply with applicable federal and California laws.
19. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this Agreement and that failure to do so shall constitute material breach.
20. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, not explained or supplemented by evidence of consistent additional terms.
21. Execution of Other Documents. The parties to the Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
22. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
23. **Board Approval. The effectiveness of this Agreement is contingent upon the approval of the Excel Academy Charter School Board of Directors if required by Board Policy.**

Executed at Irvine, California, on the date and year first written above.

SCHOOL:
Excel Academy Charter School

CONTRACTOR:
Adam Stein

By _____
Name: Heidi Gasca/CEO

By _____
Name: