



Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on March 8, 2024 at 3:31 PM PST
Amended on March 11, 2024 at 12:03 PM PDT

Date and Time

Thursday March 14, 2024 at 12:10 PM PDT

Location

Excel Academy Charter School
|
1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

Zoom Meeting Information:

Dial In: +1 669 444 9171 US

Meeting ID: 819 3332 6100

URL: <https://us06web.zoom.us/j/81933326100>

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			12:10 PM
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			12:12 PM
A. Led by Board President or designee.		William Hall	1 m
III. Approve/Adopt Agenda			12:13 PM
A. Agenda	Vote	William Hall	1 m

	Purpose	Presenter	Time
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It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of March 14, 2024.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

IV. Approve Minutes

12:14 PM

- | | | | |
|---|-----------------|--------------|-----|
| A. Minutes of the Regular Board Meeting held on February 8, 2024 | Approve Minutes | William Hall | 1 m |
|---|-----------------|--------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

V. Public Comment - Closed Session

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

VI. Adjourn to Closed Session

12:15 PM

- | | | | |
|---|------|--------------|-----|
| A. The Board will consider and may act on any of the Closed Session matters. | Vote | William Hall | 1 m |
|---|------|--------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

	Purpose	Presenter	Time
Steve Fraire			
Susan Houle			
Larry Alvarado			
Moved by _____	Seconded by _____	Ayes _____	Nays _____
		Absent _____	

VII. Closed Session 12:16 PM

A. Closed Session	Discuss	William Hall	10 m
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1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(Gov. Code Section 54956.9(d)(1))

YL v. The Collaborative Charter Services Organization, et al

VIII. Reconvene Regular Meeting 12:26 PM

A. Report out any action taken in closed session.	Discuss	William Hall	2 m
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IX. 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.

X. Correspondence/Proposals/Reports 12:28 PM

A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO	Discuss	Heidi Gasca	5 m
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B. Student Testimonials - Student Leadership Members Connor Allen and Dalila Casanova	Discuss	Connor Allen & Dalila Casanova	8 m
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Connor Allen - 10th Grade
Dalila Casanova - 9th Grade

Purpose	Presenter	Time
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XI. Consent**12:41 PM**

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 - February 2024
2. Cash Payments - February 2024
3. Approval of Excel Academy Charter Schools Content & Community Provider (CCP) Renewal Documents 2024-25
 1. Technology Agreement
 2. Content & Community Provider Application
 3. Excel Academy Vision
 4. Content and Community Provider FAQs
4. Approval of Agreement for Legal Services with BlankRome LLP

B. Consent - Education Student/Services

1. Approval of Personalized Path & Virtual Path Master Agreement (MA) 2024-25
2. Approval of Personalized Path & Virtual Path Acknowledgment of Responsibilities (AOR) 2024-25
3. Approval of the 2024-2025 Excel Academy Charter School Handbook
4. Approval of the 2024-2025 Special Education Handbook
5. Approval of Possip Proposal

C. Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Job Descriptions

D. Consent Items - Policy Development

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2023-2024 school year.

Board Policies: Revised (With Changes)

	Purpose	Presenter	Time
The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.			

6000 Series - Instruction (Revised with Changes)

- 6005 - EA Parent and Family Engagement Policy
- 6035 - EA Mathematics Placement Policy
- 6040 - EA Local Assessment Policy
- 6050 - EA Virtual Proctoring Policy
- 6055 - EA Educational Activity Policy
- 6065 - EA Special Education PIN Process
- 6075 - EA Special Education Certificate of Completion Policy
- 6095 - EA Repeated Courses Policy
- 6115 - EA Attendance Policy
- 6116 - EA Discipline and Involuntary Withdrawal Policy
- 6125 - EA TK-12th Grade Report Card Policy
- 6200 - EA Satisfactory Educational Progress Policy

Board Policies: Reviewed (No Changes)

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

6000 Series - Instruction (Reviewed with No Changes)

- 6015 - EA Comprehensive Sexual Health Education Policy
- 6020 - EA Education for Homeless Children and Youth Policy
- 6025 - EA Section 504 Policy
- 6030 - EA Education for Foster and Mobile Youth Policy
- 6070 - EA Special Education Independent Educational Evaluation Policy
- 6120 - EA Virtual Learning Period Meeting Policy

E.	Approve Consent Agenda	Vote	William Hall	1 m
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Items in the consent agenda are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

	Purpose	Presenter	Time
Moved by _____	Seconded by _____	Ayes _____	Nays _____
			Absent _____

XII. Business/Financial Services 12:42 PM

- A.** Approval of Second Interim Financial Report Vote Joe Sorrera 10 m

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

Fiscal Impact: As indicated by the 2023-24 Financial Reporting Documents Second Interim Report.

Roll Call Vote:

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

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

- B.** Approval of Annual Audit Engagement Services Vote Joe Sorrera 5 m
 between CliftonLarsonAllen (CLA) and Excel Academy Charter Schools

It is recommended the Board approve the Annual Audit Engagement Services between CliftonLarsonAllen (CLA) and Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053) for the year ended June 30, 2024.

Fiscal Impact: \$32,660.00

Warner (#2053): \$20,250.00

Helendale (#2073): \$12,410.00

Roll Call Vote:

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

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

	Purpose	Presenter	Time
C. Approval of CliftonLarsonAllen LLP (CLA) Agreement Increase	Vote	Joe Sorrera	5 m

It is recommended the Board approve the CliftonLarsonAllen (CLA) agreement increase for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053) for the year ended June 30, 2024.

Fiscal Impact: \$15,000.00

Warner (#2053): \$9,300.00

Helendale (#2073): \$5,700.00

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

D. Approval of 2024-2025 Strategic Staffing Plan, Salary Schedules, and Work Year Calendars	Vote	Megan Anderson	10 m
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It is recommended the Board approve the 2024-2025 Strategic Staffing Plan, Salary Schedules, and Work Year Calendars for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: As delineated on the attached plan.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

XIII. Education Services 1:12 PM

A. Approval of Parsec Education Service Agreement (Renewal)	Vote	Heidi Gasca	5 m
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	Purpose	Presenter	Time
<p>It is recommended the Board approve the Parsec Education Service Renewal Agreement for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).</p>			

Fiscal Impact: \$21,819.60
 Warner (#2053): \$14,400.94
 Helendale (#2073): \$7,418.66

Roll Call Vote:

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

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

- | | | | |
|--|------|----------------------------|-----|
| B. Approval of the Proposition 28 - Arts & Music Funds Proposal | Vote | Jenny Craig & Erica Flores | 5 m |
|--|------|----------------------------|-----|

It is recommended the Board approve the Proposition 28 Arts & Music Funds Proposal for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: N/A

Roll Call Vote:

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

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

XIV. Policy Development	1:22 PM
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- | | | | |
|--|------|-------------|-----|
| A. Approval of New Board Policies | Vote | Joe Sorrera | 5 m |
|--|------|-------------|-----|

It is recommended that the Board approve the proposed policies.

Board Policies: New

3000 Series - Business/Non-Instructional

	Purpose	Presenter	Time
3030 - EA Credit Card Policy			

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

XV. Calendar

The next scheduled Board Study Session will be held on April 11, 2024.

The next scheduled Regular Board Meeting will be held on May 9, 2024.

XVI. Comments

1:27 PM

A. Board Comments

5 m

B. CEO Comments

5 m

XVII. Closing Items

1:37 PM

A. Adjourn Meeting

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 _____

FOR MORE INFORMATION

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

Coversheet

Minutes of the Regular Board Meeting held on February 8, 2024

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board Meeting held on February 8, 2024
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the Board of Directors on February 8, 2024

APPROVED



Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday February 8, 2024 at 11:30 AM

Location

Excel Academy Charter School
1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

1160 Cuyamaca Avenue
Chula Vista, CA 91911

Zoom Meeting Information:

Dial In: +1 669 444 9171

Meeting ID: 871 4325 3555

URL: <https://us06web.zoom.us/j/87143253555>

MISSION STATEMENT

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

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Directors Present

L. Alvarado, M. Humphrey, S. Fraire, S. Houle, W. Hall

Directors Absent

None

Guests Present

L. Hansen

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 Feb 8, 2024 at 11:37 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

III. Approve Minutes

A. Approve Minutes

S. Houle made a motion to approve the minutes from Regular Meeting of the Board of Directors on 01-11-24.

M. Humphrey seconded the motion.

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

IV. Correspondence/Proposals/Reports

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

The presentation provided an overview of various updates and highlights within the school program. It began with an introduction of Lara Ulmer, the Director of Special Education, who was presenting in person. The enrollment growth was highlighted, reaching 1,631 students across both charters. The admin summit and its success were briefly mentioned, with further details to be shared by Lara. Jenny Craig was slated to present assessment data, and updates on counseling, field trips, and the gate program were included.

Recognition was given to outstanding staff members. The presentation also touched on outdoor classrooms, community events, and student achievements, such as a student working on the Disney Channel and being accepted to Howard University. Professional development initiatives and upcoming events, such as the parent power up workshop and entrepreneurial activity for students, were also highlighted.

B. Admin Summit Recap - Presented by Lauren Hansen, Senior Communications Coordinator

The presentation provided a recap of a successful administrative summit that took place in Temecula. The summit aimed to empower and motivate the leadership team for the upcoming school year. It began with a video to set the tone for collaborative and focused work. Topics discussed included efficient use of time, identifying meeting types, and streamlining communication processes. Specific agenda items included enrollment goals, staffing reviews, and reshaping professional development days. The presentation concluded with appreciation for the organizers' pre-work and their role in setting the tone for the productive two and a half days.

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

The presentation provided an update on the Special Education department, beginning with a review of the instructional and specialist teams. Despite a vacancy in the case management team, creative solutions were implemented to maintain support. The specialist team was expanded internally, reducing reliance on vendor agencies.

Student enrollment increased, prompting adjustments in disability identification processes. Diagnostic placements were utilized, ensuring proper support for new students. Despite demographic shifts, the top three disability categories remained

consistent. Additionally, specific initiatives, such as speech improvement and social communication groups, were introduced to address student needs effectively.

Professional development efforts focused on internal training sessions, facilitating peer-to-peer learning and engagement. Legal updates indicated positive trends, with no due process filings initiated since fall 2021. A clip showcased a moderate-severe primary group engaging in a holiday-themed activity, highlighting the department's commitment to inclusive education and student engagement.

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

The presentation focused on the Governor's proposed budget for the 2024-2025 fiscal year, particularly its impact on education. Joe highlighted the initial budget deficit of \$68 billion, which was reduced to \$38 billion in the final proposal. Despite the absence of major budget cuts, deferrals, or program rollbacks, the minimal cost of living increase (COLA) for education was noted.

A historical chart of COLA percentages over four decades was presented, illustrating the proposed 0.76% COLA for the upcoming year, significantly lower than previous years. While this COLA translates to a modest increase of about \$80 per average daily attendance (ADA), adjustments may occur before the finalized budget in April.

The presentation also discussed funding allocations for art and music programs, which were protected from reductions. Additional funding received in response to the COVID-19 pandemic, totaling approximately \$5.7 million, was outlined, with a focus on meeting the needs of low-income students, students with disabilities, and those with mental health issues. The importance of adhering to spending timelines to avoid returning unspent funds to the state was emphasized.

In summary, the Governor's budget proposal was described as conservative, lacking significant shifts in funding or new program proposals. The next crucial step is awaiting the Governor's May revise, which will provide updated information following negotiations with the legislature. Joe concluded by noting that adjustments to the budget will be incorporated for the second annual presentation in March.

E. LCAP Mid-Year Report - Presented by Jenny Craig, Director of Assessment & Accountability

The presentation focused on the mid-year monitoring report for the 2023-2024 LCAP (Local Control and Accountability Plan) at Excel Academy. Jenny began by reiterating the mission and vision of Excel Academy, emphasizing a personalized learning experience and academic excellence.

The goals outlined in the LCAP were discussed, including improving academic achievement, promoting a positive school climate, establishing connections with families and the community, and ensuring students are on track for graduation. The progress

towards these goals was detailed, including actions taken, outcomes achieved, and areas for further improvement.

For each goal, specific outcomes and achievements were highlighted, such as exceeding state standards in CASP test scores, maintaining high ADA and positive school climate, enhancing communication with families, and increasing access to college and career readiness programs.

The presentation also addressed mid-year expenditures, ensuring alignment with budgeted funds and ongoing monitoring to avoid exceeding allocations.

Overall, the presentation showcased Excel Academy's commitment to student success and continuous improvement through the implementation of the LCAP goals.

V. Consent

A. Consent - Business/Financial Services

B. Consent - Education Student/Services

C. Consent - Personnel Services

D. Approve Consent Agenda

S. Fraire made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

VI. Board Governance

A. Approval of the Excel Academy 2024-2025 Board Meeting Calendar & Schedule

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

VII. Business/Financial Services

A. Approval of CliftonLarsonAllen (CLA) Final Annual Audit Report - Year Ended June 30, 2023

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

The presentation covered the final annual audit report by Clifton Larson Allen (CLA) and was led by Lili. The main points discussed included required communications, changes in accounting policies, accounting estimates, and any difficulties or disagreements with management.

She highlighted that there was one change related to lease implementation prescribed by an accounting change for the Financial Accounting Standards Board (FASB).

There were no significant accounting estimates or unusual difficulties encountered during the audit process. Lili emphasized the clear, neutral, and consistent presentation of financial statements by management. She also addressed uncorrected misstatements, noting that no adjustments were proposed as the monthly financial statements were aligned with the audit findings.

Management provided a representation letter affirming the completeness and accuracy of the information provided. There were no consultations with other auditors or disagreements noted. Lastly, Lili briefly discussed changes in the financial statements. The board **VOTED** unanimously to approve the motion.

B. Approval for Instructional Funds Increase for Students

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

Heidi discussed a decision made by the Executive team to address the rising costs of inflation. They allocated an additional \$250 for each student in grades TK through 12 to their instructional fund balance for the spring of 2024. This decision was made in response to increased costs from service providers for extracurricular classes and materials. The team acknowledged the need expressed by parents and staff and emphasized the careful consideration given to the decision-making process. While the decision might not always be popular, they believed \$250 was a reasonable starting point. They also mentioned plans to further analyze funds for the next year as part of the strategic plan for 2024 and 2025.

VIII. Board Comments

A. Comments:

The board members expressed appreciation for the efficient manner in which the meeting was conducted and commended Bill for his preparation and management. They thanked staff members from finance and special education for their excellent work. There were congratulations extended to Danielle White for her achievements at the university. The board members acknowledged the positive outcomes of the audit report and praised the decisions made by the finance team. Lara was thanked for her contributions, and there was appreciation expressed for not having to deal with certain issues in closed sessions. Overall, there was gratitude for the efforts of all involved in the school's operations and a sense of assurance in the unity of purpose among the team members.

IX. CEO Comments

A.

Comments:

Heidi expressed gratitude for the support of the board and highlighted the collaborative effort between herself, Joe, and Lili during the final audit process, acknowledging the late nights and productive discussions. She also praised Jenny for her work on the LCAP, emphasizing the importance of addressing learning loss and providing support to new students entering the program. Heidi commended Jenny's efforts and expressed pride in the team's accomplishments.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:51 PM.

Respectfully Submitted,

W. Hall

S. Fraire made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

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: X. Correspondence/Proposals/Reports
Item: A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO
Purpose: Discuss
Submitted by:
Related Material: EACS March 2024 Board Update.pdf

EXCEL ACADEMY FEBRUARY HIGHLIGHTS

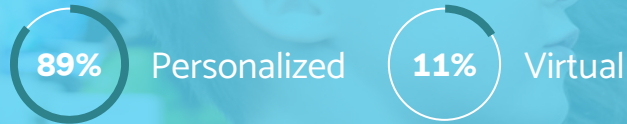
March 14, 2024

EXCEL ACADEMY



Enrollment Data

Academic Path



69 English Learners

8 Homeless

4 Foster

185 Special Education

Student Count: 1,623



TK-3rd
636 Students



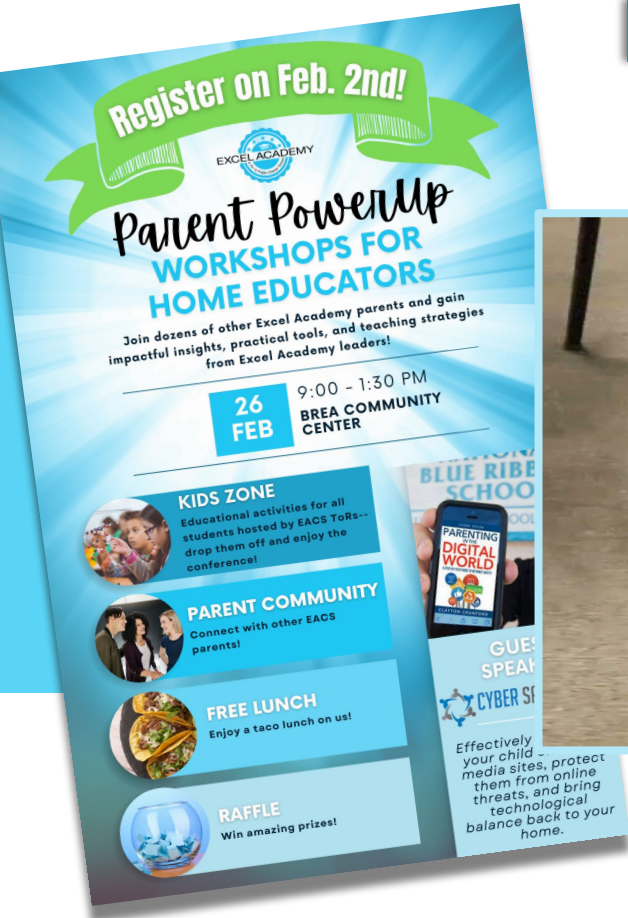
4th-8th
674 Students



9th-12th
313 Students

57 New Students currently registered for the 2024-25 School Year!

Parent PowerUp Conference



Register on Feb. 2nd!

EXCEL ACADEMY

Parent PowerUp WORKSHOPS FOR HOME EDUCATORS

Join dozens of other Excel Academy parents and gain impactful insights, practical tools, and teaching strategies from Excel Academy leaders!

26 FEB 9:00 - 1:30 PM
BREA COMMUNITY CENTER

KIDS ZONE
Educational activities for all students hosted by EACS ToRs-- drop them off and enjoy the conference!

PARENT COMMUNITY
Connect with other EACS parents!

FREE LUNCH
Enjoy a taco lunch on us!

RAFFLE
Win amazing prizes!

GUEST SPEAKER
CYBER SAFETY

Effectively protect your child - protect media sites, protect them from online threats, and bring technological balance back to your home.

BLUE RIBBON SCHOOL

PARENTING IN THE DIGITAL WORLD

InShot



Our inaugural Parent PowerUp event was a huge success!

- 54 parents
- 71 students
- 6 workshops
- 1 keynote speaker



Several Virtual Pathway students participated in the Spelling Bee. Asma, a 3rd grader, won the 3-5th grade category!

General Education Highlights

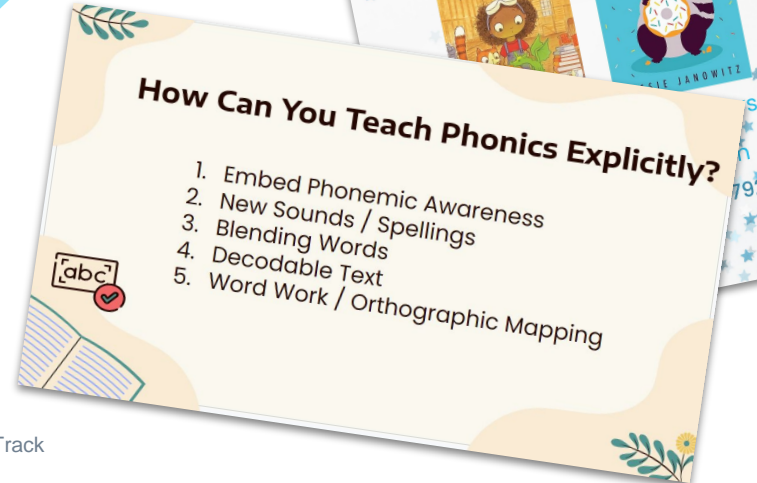
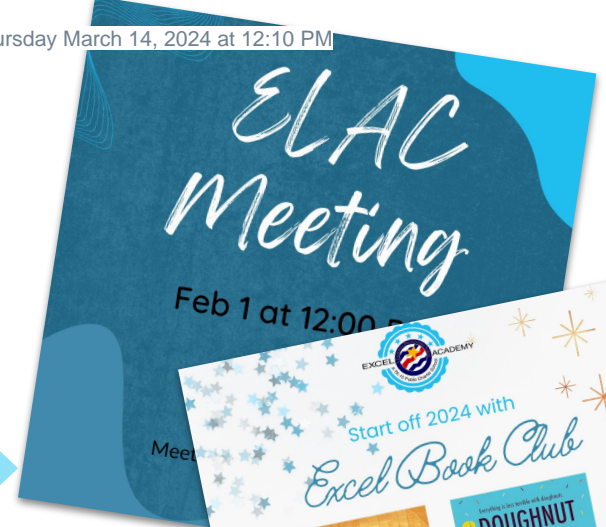
- 17 Students were inducted into the National Junior Honor Society!
- The High School team held Freshman Orientation week, which consisted of 8 parent/student webinars for upcoming 9th graders to start preparing for the next school year.
- First and second grade Virtual Path students started their seed projects and saw them begin to sprout.
- The 5th grade class began their “space suit project” (working in teams to create a space suit for an assigned planet that will enable humans to survive on the planet’s surface.)

Intervention Updates

ELAC Meeting was held with record-breaking parent attendance!

Presented Phonics Instruction for Parent Power Up with positive feedback for desire to learn more about this topic

Students finding meaning and life applications through Book Club discussion



February All Staff PD

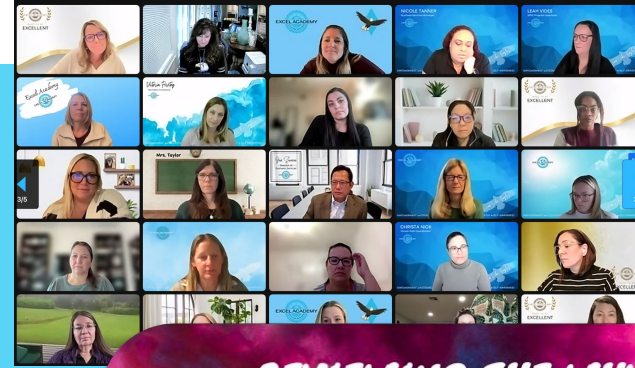
MAGIC SCHOOL

AI made specifically for educators

- ❖ 60+ AI tools to help you lesson plan, differentiate, write assessments, write IEPs, communicate clearly, and more.

All Tools

Multiple Choice Assessments Create a multiple-choice assessment based on any topic, standards, or criteria.	Report Card Comments Generate report card comments with a student's strengths and areas for growth.	Lesson Plan Generate a lesson plan for a topic or objective across teaching.
Text Rewriter Take any text and rewrite it with custom criteria however you'd like!	YouTube Video Questions Generate guiding questions aligned to a YouTube video.	Informational Texts Generate original informational texts for your class, customized to the topic of your choice.
Academic Content Generate original academic content customized to the interests of your choice.	Text Dependent Questions Generate text dependent questions for students based on any text that you input.	Rubric Generator Make a rubric for an assignment you are creating in seconds in a table format.
IEP Generator Generate a draft of an individualized education program (IEP) customized to a student's needs.	Student Work Feedback Based on a custom criteria, have AI give pieces of strength & areas for growth on student work.	Text Leveler Take any text and adapt it for any grade level to fit a student's reading level/ skills.
Professional Email Generate a professional email communication to colleagues and other professionals.	Text Summarizer Take any text and summarize it to whatever length you desire.	Text Translator Take any text and translate it into any language instantly.



REVIEWING THE WHY & HOW OF RECALIBRATION

THE WHY - OUR MISSION & VISION

Where we've been

- What's working?
- What's not working?

Where we'd like to go

- How do we get there?
- What help do we need?

THE HOW - WHERE TO START

What recalibration looks like: Revisiting our Charter's Mission, and using that Mission Statement to develop a common understanding of goals and purpose

Completed Admin Credential Program!



Erin Petersen
Elementary Coordinator



Keri Schneeweiss
Director of Educational Services



Jurupa Mountain



Field Trip Highlights



Medieval Times



Star Eco Station



March Air Field



Outdoor Classroom: Skittles Lab



Student Leadership Day

The students in Excel Academy's Leadership class got to experience the phenomenal 24th Annual Youth Leadership Day at Disneyland! This opportunity allowed our students to strengthen their passion to lead. Our students walked away from this experience equipped to become active and responsible citizens, contributing positively to their communities.





Gifted Program *

BUILD

A TRUSS BRIDGE



Materials Provided
Open to 3rd-8th Graders



BUILDING COMMUNITY



GAME TIME

Over 250 Excel Academy students attended our Game Time event, an exclusive, schoolwide event that Excel hosts to connect students and build school culture! Students participated in chess & checkers tournaments, minute-to-win-it games, and enjoyed playing games with one another!

Powered by BoardOnTrack



Staff Spotlight

We have 10 Community Liaisons who have collaborated together and worked hard this school year to ensure that our events are a success!



Professional Development in February

Education:

- ❖ STAR PD: Learning to Pull Score Reports/Data Analysis
- ❖ Managing Multiple Priorities, Projects and Deadlines
- ❖ Be the Manager Your Employees Want to Follow



Communications

- ❖ Social Media Marketing World



Powered by BoardOnTrack

Counseling Department:

- ❖ Mental Health First Aid

Classified:

- ❖ ACSA Classified Leaders Institute





Looking forward to...



Our annual Science fair is approaching quickly! Dozens of students will be showcasing their projects that they've been working on this semester.



Our high school students are looking forward to our Prom event in Newport Beach!

	
TEST PREP SESSIONS	
TEST PREP SESSIONS WITH MRS. CASSARO	
 ELA: Monday, April 8th 11:00 am - 12:00 pm Math: Wednesday, April 10th 1:00 - 2:00 pm ELA: Wednesday, April 17th 1:00 pm-2:00 pm Math: Wednesday, April 24th 1:00 pm-2:00 pm	<i>3rd & 4th Grade</i>
TEST PREP SESSIONS WITH MRS. HITZLER	
 ELA: Thursday, March 29th 9:00 - 10:00 am ELA: Monday, April 8th 12:00 - 1:00 pm Math: Thursday, April 11th 12:00 - 1:00 pm Math: Tuesday, April 23rd 9:00 - 10:00 am	<i>5th & 6th Grade</i>
TEST PREP SESSIONS WITH MRS. WETHORE	
 ELA: Monday, March 25th 9:00 - 10:00 am Math: Tuesday, March 26th 12:00 - 1:00 pm ELA: Tuesday, April 9th 12:00 - 1:00 pm Math: Monday, April 8th 9:00 - 10:00 am	<i>7th & 8th Grade</i>

Test prep sessions have started this month and will be held through the month of April!



Thank you!

Coversheet

Consent - Business/Financial Services

Section: XI. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Check register 020124-022924.pdf
2.26.24 SemiMonthly Cash Requirement Rpt..pdf
2.26.24 Monthly Cash Requirement.pdf
2.09.24 SemiMonthly Cash Requirement Statement.pdf
EACS Technology Agreement-2024_2025 SSD.pdf
Excel Academy Content and Community Provider Application 24-25 .pdf
Excel Academy Vision.pdf
EACS Content and Community Provider FAQs.pdf
BlankRome Engagement Letter to Excel Academy.pdf

BACKGROUND:

Item: Approval of Excel Academy Charter Schools Content & Community Provider (CCP) Renewal Documents 2024-25

Background: All existing Content and Community Providers must complete the renewal packet each spring to be considered for continued opportunities to work with students. Included in this packet are updated terms and conditions that all providers must adhere to, a renewal application and details for the community content provider that indicate regulations in continuing their service. This packet contains all information on necessary materials/documents the provider must present to Excel Academy Charter School to confirm they are an applicable entity such as proof of liability insurance and current W 9 form.

All newly requested content and community providers must complete the new application which includes terms and conditions, live scan requirements, and request for necessary information specific to the service or material that will be provided to students.

Item: Approval of Agreement for Legal Services with BlankRome LLP

Background: Excel Academy Charter School entered into an agreement for legal services with BlankRome LLP to provide legal consultation as needed. Attorney Natalie Alameddine provides counsel on all aspects of labor and employment law. As part of her role defending employers in single-plaintiff and class action employment matters, she counsels employers in a wide range of labor and employment matters, including:

- Federal and California wage and hour issues
- Class actions and PAGA representative actions
- Discrimination and harassment
- Retaliation

- Wrongful termination
- Misclassification

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday March 14, 2024 at 12:10 PM

2/13/2024	1/19/2024	B-268436269	5996--Belmont Music Studio Music Lessons	5880--Instructional Vendors &	EFT	10136007591	240.00	240.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	2/1/2024	B-268436324	5805--Eudance Classrooms in Motion dba Play	5880--Instructional Vendors &	EFT	10136007621	235.00	235.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/29/2024	B-268439478	1698--Noonan Family Swim School San Diego	5880--Instructional Vendors &	EFT	10136007632	224.00	224.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/29/2024	B-268439427	6217--Kirsten A Lewis	5880--Instructional Vendors &	EFT	10136007570	220.00	220.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/6/2024	B-268436239	5864--Aquatic Explorations and Safety Training 5864--Aquatic Explorations and Safety Training	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007556 10136007556	216.00 216.00	108.00 108.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/13/2024	2/5/2024	B-268436246	1849--Art Steps, Inc. Yorba Linda	5880--Instructional Vendors &	EFT	10136007609	212.00	212.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/5/2024	B-268436249	3015--Art Steps, Inc. Costa Mesa	5880--Instructional Vendors &	EFT	10136007571	203.00	203.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	12/29/2023 1/12/2024	IN-000997237 IN-000997317	1312--Little Passports 1312--Little Passports	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT	10136007603 10136007603	188.90 188.90	187.16 1.74	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
2/13/2024	2/1/2024	161	5302--Little Ears Therapy Center	5100--SpEd Consultants and Ven	EFT	10136007586	160.00	160.00	In Transit	907--Special Education	2073--Excel Academy Charter School - Helenda
2/13/2024	2/1/2024	B-268439458	5468--Michelle's Keys Piano Studio	5880--Instructional Vendors &	EFT	10136007628	160.00	160.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/22/2024	B-268436304	2857--James Lowe	5880--Instructional Vendors &	EFT	10136007601	150.00	150.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/2/2024	B-268436280	2199--Burbank Music Academy	5880--Instructional Vendors &	EFT	10136007554	150.00	150.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	2/5/2024	B-268436285	1424--California Gymnastics, LLC 1424--California Gymnastics, LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007587 10136007587	133.75 133.75	23.75 110.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/13/2024	2/5/2024	B-268436258	v3089--B & B Music School	5880--Instructional Vendors &	EFT	10136007595	130.00	130.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/31/2024	B-268422670	2086--Sylvan Learning of Torrance	5880--Instructional Vendors &	EFT	10136007555	126.00	126.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	1/22/2024	B-268439432	6093--Dennis Frayne Music Studio	5880--Instructional Vendors &	EFT	10136007589	100.00	100.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/16/2024	7826	2699--Nicole the Math Lady, LLC.	4100--Textbooks & Core Curricu	EFT	10136007590	99.00	99.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	3/7/2023	1-0000001627	6288--PBIS Rewards 6288--PBIS Rewards	4101--Textbooks & Core Curricu 4101--Textbooks & Core Curricu	EFT EFT	10136007558 10136007558	405.00 405.00	153.90 251.10	In Transit In Transit	908--Intervention/Title I 908--Intervention/Title I	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/13/2024	1/26/2024	B-268436283	v3140--Cadenza Music Academy	5880--Instructional Vendors &	EFT	10136007581	402.50	402.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	1/31/2024	B-268436271	6162--Blooming Anomaly	5880--Instructional Vendors &	EFT	10136007597	400.00	400.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/25/2024	B-268436357	5999--Gracie Barra RSM	5880--Instructional Vendors &	EFT	10136007602	400.00	400.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/6/2024	B-268436277	6118--Bridges Equestrian, Inc.	5880--Instructional Vendors &	EFT	10136007582	400.00	400.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	2/1/2024	14390	5017--Alpha Vision, Inc. 5940--Alpha Vision, Inc.	5940--Technology Services 5940--Technology Services	EFT EFT	10136007616 10136007616	379.00 379.00	234.98 144.02	In Transit In Transit	912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/13/2024	2/5/2024	B-268439614	5764--West Coast Krav Maga Wildomar, Inc.	5880--Instructional Vendors &	EFT	10136007577	378.00	378.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/30/2024	B-268436320	3245--KidsArt Glendora Inc.	5880--Instructional Vendors &	EFT	10136007551	376.00	376.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	1/31/2024	B-268439465	5816--Monrovia Music Academy	5880--Instructional Vendors &	EFT	10136007617	358.00	358.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	1/19/2024 1/17/2024 1/16/2024	919490 919466 919434	5016--All About Learning Press, Inc 5016--All About Learning Press, Inc 5016--All About Learning Press, Inc	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT EFT	10136007565 10136007565 10136007565	344.96 344.96 344.96	33.55 33.55 277.86	In Transit In Transit In Transit	910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2073--Excel Academy Charter School - Helenda 2073--Excel Academy Charter School - Helenda
2/13/2024	1/10/2024 1/8/2024	559268 558472	1179--Home Science Tools 1179--Home Science Tools	4110--Materials & Supplies 4100--Textbooks & Core Curricu	EFT EFT	10136007611 10136007611	336.08 336.08	24.92 311.16	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2073--Excel Academy Charter School - Helenda
2/13/2024	1/18/2024 1/18/2024	S303140 S303139	1208--Singapore Math Inc 1208--Singapore Math Inc	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT	10136007563 10136007563	332.84 332.84	144.00 188.84	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2073--Excel Academy Charter School - Helenda
2/13/2024	1/30/2024	B-268436316	2192--Drawn2Art Northridge	5880--Instructional Vendors &	EFT	10136007566	320.00	320.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	2/5/2024	B-268436270	v3149--Blackbelt Collective Krav Maga LLC	5880--Instructional Vendors &	EFT	10136007588	309.00	309.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/5/2024	B-268436243	1994--Art 4 Kids and Teens	5880--Instructional Vendors &	EFT	10136007579	298.00	298.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/25/2024	B-268436234	2083--American Martial Arts Academy Fullerton	5880--Instructional Vendors &	EFT	10136007599	294.00	294.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	11/2/2023	B-268258310	6142--Fullerton Family YMCA 6142--Fullerton Family YMCA	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007630 10136007630	293.34 293.34	73.34 220.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/13/2024	1/25/2024	B-268436314	6147--DK Tutoring	5880--Instructional Vendors &	EFT	10136007552	290.00	290.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	1/17/2024	INV-EL-00003340	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	10136007622	265.00	265.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/13/2024	12/31/2023	53782	5353--Partners in Special Education	5100--SpEd Consultants and Ven	EFT	10136007564	260.00	260.00	In Transit	907--Special Education	2053--Excel Academy Charter School - Warner
2/13/2024	2/5/2024	B-268436251	3052--Art Steps, Inc.	5880--Instructional Vendors &	EFT	10136007553	1,170.00	1,170.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/2/2024	B-268436288	6023--Celebration Education	5880--Instructional Vendors &	EFT	10136007614	1,120.00	1,120.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/5/2024	B-268436379	5714--Irene School of Rhythmic Gymnastics	5880--Instructional Vendors &	EFT	10136007573	1,048.50	1,048.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	2/6/2024	5993-020624 Warner	5993--California Department of Education	8660--Interest Income	EFT	10136007569	995.43	995.43	In Transit	909--Business Services	2053--Excel Academy Charter School - Warner
2/13/2024	10/29/2023 1/30/2024	B-268258311 B-268436347	4110--Gabrina Casillas Owen 4110--Gabrina Casillas Owen	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007612 10136007612	970.00 970.00	550.00 420.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
2/13/2024	2/1/2024	1678	5809--Charter Connect 5809--Charter Connect	5841--Community Marketing 5841--Community Marketing	EFT EFT	10136007575 10136007575	950.00 950.00	341.00 589.00	In Transit In Transit	913--Marketing 913--Marketing	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/13/2024	1/31/2024	B-268436236	6124--Applause Music Academy Glendora 6124--Applause Music Academy Glendora	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007576 10136007576	902.00 902.00	410.00 492.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/13/2024	2/1/2024	B-268439436	6244--Learning Squad OC	5880--Instructional Vendors &	EFT	10136007625	899.54	899.54	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/13/2024	1/31/2024	B-268436326	1376--EMH Sports USA, Inc. 1376--EMH Sports USA, Inc.	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007568 10136007568	852.00 852.00	652.00 200.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/13/2024	1/19/2024 1/17/2024 1/19/2024	SHOP22222387711 SHOP222223131811 SHOP22222386911	6177--CunchLabs LLC 6177--CunchLabs LLC 6177--CunchLabs LLC	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT EFT	10136007629 10136007629 10136007629	709.86 709.86 709.86	193.63 322.00 193.63	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

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday March 14, 2024 at 12:10 PM

2/13/2024	1/29/2024	B-268436318	2506--KidsArt Claremont Inc.	5880--Instructional Vendors &	EFT	10136007608	562.00	562.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/13/2024	1/31/2024	B-268439620	2092--World Elite Gymnastics	5880--Instructional Vendors &	EFT	10136007600	547.80	547.80	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/13/2024	2/2/2024	B-268436279	4101--Yvonne Dill Cruz	5880--Instructional Vendors &	EFT	10136007634	505.00	505.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/13/2024	2/6/2024	5993-020624 Helendale	5993--California Department of Education	8660--Interest Income	EFT	10136007560	504.53	504.53	In Transit	909--Business Services	2073--Excel Academy Charter School - Helenda	
2/13/2024	1/15/2024	6.873E+13	5601--Atkinson, Andelson, Loya, Raud & Romo 5601--Atkinson, Andelson, Loya, Raud & Romo	5895--Professional Development 5895--Professional Development	EFT EFT	10136007559 10136007559	499.00 499.00	189.62 309.38	In Transit In Transit	907--Special Education 907--Special Education	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner	
2/13/2024	1/31/2024	B-268436312	3172--Dancing Keys Music Studio LLC	5880--Instructional Vendors &	EFT	10136007623	498.00	498.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/13/2024	1/31/2024	B-268436237	6125--Applause Music Academy Rancho Cucum	5880--Instructional Vendors &	EFT	10136007631	492.00	492.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/13/2024	1/30/2024	B-268422665	1896--Mission Renaissance	5880--Instructional Vendors &	EFT	10136007578	416.37	416.37	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/13/2024	11/10/2023	044RC10655178	3223--Knotts Berry Farm 3223--Knotts Berry Farm 3223--Knotts Berry Farm	9388--Parent PayPal Account 5835--Field Trips 5835--Field Trips	EFT EFT EFT	10136007604 10136007604 10136007604	6,540.00 6,540.00 6,540.00	1,066.00 596.00 874.00	In Transit In Transit In Transit	000--Schoolwide--Revenues/BS Accounts 910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner	
	11/10/2023	044RC10655137	3223--Knotts Berry Farm 3223--Knotts Berry Farm 3223--Knotts Berry Farm	9388--Parent PayPal Account 5835--Field Trips 5835--Field Trips	EFT EFT EFT	10136007604 10136007604 10136007604	6,540.00 6,540.00 6,540.00	1,150.00 1,656.00 1,196.00	In Transit In Transit In Transit	000--Schoolwide--Revenues/BS Accounts 910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner	
2/13/2024	2/2/2024	B-268436298	2749--Circle City School Enrichment Program	5880--Instructional Vendors &	EFT	10136007615	5,060.00	5,060.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/13/2024	12/31/2023	11797	5162--Effectual Educational Consulting Service 5162--Effectual Educational Consulting Service 5162--Effectual Educational Consulting Service 5162--Effectual Educational Consulting Service	5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven	EFT EFT EFT EFT	10136007596 10136007596 10136007596 10136007596	4,600.00 4,600.00 4,600.00 4,600.00	115.00 330.00 440.00 2,635.00	In Transit In Transit In Transit In Transit	APE Services Counseling Services Counseling Services APE, FT and DHH Services SAI Services	907--Special Education 907--Special Education 907--Special Education 907--Special Education	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/13/2024	2/1/2024	2676	6280--Schola Inc. 6280--Schola Inc.	5841--Community Marketing 5841--Community Marketing	EFT EFT	10136007619 10136007619	3,500.00 3,500.00	1,330.00 2,170.00	In Transit In Transit	913--Marketing 913--Marketing	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner	
2/13/2024	2/6/2024	B-268436274	2806--Brain Builders STEM Education 2806--Brain Builders STEM Education	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007593 10136007593	2,297.00 2,297.00	267.60 2,029.40	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner	
2/13/2024	2/3/2024	B-268436226	v3056--Al-Burooj Academy	5880--Instructional Vendors &	EFT	10136007610	2,000.00	2,000.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/13/2024	2/6/2024	B-268436259	4153--Beach Tutors	5880--Instructional Vendors &	EFT	10136007598	1,864.00	1,864.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/13/2024	2/1/2024	B-268436282	1355--C3 Classes, LLC	5880--Instructional Vendors &	EFT	10136007627	1,828.33	1,828.33	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/13/2024	2/1/2024	634897860	6015--Granite Telecommunications 6015--Granite Telecommunications	5910--Telephone 5910--Telephone	EFT EFT	10136007574 10136007574	1,797.94 1,797.94	1,114.72 683.22	In Transit In Transit	912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda	
2/13/2024	1/29/2024	B-268436242	5641--Ark Academy 5641--Ark Academy	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007626 10136007626	1,674.00 1,674.00	1,109.00 565.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner	
2/13/2024	12/5/2023 11/1/2023	4365 4186	5556--Small Talk OC 5556--Small Talk OC	5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven	EFT EFT	10136007580 10136007580	1,620.00 1,620.00	742.50 877.50	In Transit In Transit	Speech Services 907--Special Education	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner	
2/13/2024	2/1/2024	B-268439417	v3067--K2 Studios, LLC v3067--K2 Studios, LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007567 10136007567	1,445.56 1,445.56	314.56 1,131.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda	
2/13/2024	2/1/2024	B-268436275	v3002--Breakthrough Sports LLC v3002--Breakthrough Sports LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007613 10136007613	1,438.18 1,438.18	1,320.18 118.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda	
2/13/2024	2/1/2024	B-268439625	2255--Yamaha Music School Cerritos/Chino Hill 2255--Yamaha Music School Cerritos/Chino Hill	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	10136007620 10136007620	1,304.00 1,080.00	224.00 1,080.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda	
2/13/2024	1/28/2024	9955367480	5421--Verizon Wireless 5421--Verizon Wireless	5910--Telephone 5910--Telephone	EFT EFT	10136007594 10136007594	1,054.65 1,054.65	400.77 653.88	In Transit In Transit	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner	
2/13/2024	2/7/2024	1028	6041--Michael Harrison 6041--Michael Harrison	4330--Meals & Events 4330--Meals & Events	EFT EFT	10136007585 10136007585	218.30 218.30	135.35 82.95	In Transit In Transit	912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda	
2/13/2024	2/3/2024	00002E01V5054	1649--UPS 1649--UPS	5930--Postage 5930--Postage	EFT EFT	10136007557 10136007557	160.99 160.99	99.81 61.18	In Transit In Transit	912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda	
2/13/2024	1/25/2024	5121-022424	5121--Cox Business 5121--Cox Business	5910--Telephone 5910--Telephone	EFT EFT	10136007584 10136007584	33.01 33.01	12.54 20.47	In Transit In Transit	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner	
2/14/2024	12/2/2023	B-268289107	2964--Corona Inline	5880--Instructional Vendors &	EFT	20136004120	73.33	73.33	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/14/2024	2/4/2024	B-268439408	6270--Jennifer Gentile	5880--Instructional Vendors &	EFT	20136004148	70.00	70.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/14/2024	1/31/2024	B-268436323	3250--Edward V. West	5880--Instructional Vendors &	EFT	20136004117	57.00	57.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/18/2024	INV2301086	1195--Peace Hill Press, Inc. dba Well Trained I	4100--Textbooks & Core Curricu	EFT	20136004160	52.90	52.90	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/14/2024	2/1/2024	B-268436287	2391--Christian Classical Conservatory LLC	5880--Instructional Vendors &	EFT	20136004133	50.00	50.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/14/2024	1/31/2024	B-268436223	5693--Agape Dance Lab	5880--Instructional Vendors &	EFT	20136004129	50.00	50.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/10/2024	181109	6008--OYLA Magazine	4100--Textbooks & Core Curricu	EFT	20136004121	45.25	45.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/31/2024	B-268439423	1419--Kick It Up Kidz LLC	5880--Instructional Vendors &	EFT	20136004138	250.00	250.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	
2/14/2024	1/18/2024	BI0032818	1295--BookShark, LLC 1295--BookShark, LLC	4310--Materials & Supplies 4100--Textbooks & Core Curricu	EFT EFT	20136004161 20136004161	247.99 247.99	75.64 172.35	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2073--Excel Academy Charter School - Helenda	
2/14/2024	2/1/2024	B-268436376	3081--Daniel Alarco, Jr.	5880--Instructional Vendors &	EFT	20136004115	225.00	225.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	2/1/2024	B-268439449	5492--Mathnasium of Ladera Ranch	5880--Instructional Vendors &	EFT	20136004163	225.00	225.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	2/1/2024	B-268436235	3330--American Tiger Martial Arts & Fitness	5880--Instructional Vendors &	EFT	20136004124	219.00	219.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/31/2024	B-268436273	3329--Blue Buoy Swim School	5880--Instructional Vendors &	EFT	20136004145	200.00	200.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/30/2024	B-268422666	3310--Rockside Music Inc	5880--Instructional Vendors &	EFT	20136004152	180.00	180.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/16/2024	INV2307476	1321--Art of Problem Solving	4100--Textbooks & Core Curricu	EFT	20136004158	167.00	167.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/29/2024	B-268436315	v3012--Do Re Michelle Music School	5880--Instructional Vendors &	EFT	20136004159	160.00	160.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	1/26/2024	B-268436253	6150--Art Studio Pillar	5880--Instructional Vendors &	EFT	20136004126	100.00	100.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner	
2/14/2024	2/2/2024	B-268436364	2007--Hangar 18 East Riverside, Inc.	5880--Instructional Vendors &	EFT	20136004156	88.00	88.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda	

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			5654--Denise Williams	5880--Instructional Vendors &	EFT	20136004112	2,305.00	1,985.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/14/2024	1/31/2024	B-268439617	1033--WM Music Lessons 1033--WM Music Lessons	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136004143 20136004143	2,155.00 2,155.00	1,030.00 1,125.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/14/2024	1/28/2024	B-268436220	2022--A+ In Home Tutors, Inc. 2022--A+ In Home Tutors, Inc.	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136004151 20136004151	1,780.00 1,780.00	660.00 1,120.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/14/2024	2/1/2024	B-268436244	6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136004153	1,625.00	1,625.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/14/2024	1/31/2024	B-268436241	1370--Arbor Learning Community 1370--Arbor Learning Community	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136004140 20136004140	1,585.00 1,585.00	625.00 960.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/14/2024	2/1/2024	B-268436305	1984--The Colburn School 1984--The Colburn School	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136004131 20136004131	1,554.27 1,554.27	415.77 1,138.50	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/14/2024	2/1/2024	B-268436281	1126--Buzzy Mae Music Academy	5880--Instructional Vendors &	EFT	20136004149	1,216.25	1,216.25	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/14/2024	10/2/2023	B-268218032-B	3240--Creative Creatures & Co.	5880--Instructional Vendors &	EFT	20136004123	1,159.00	1,159.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	1/23/2024 1/24/2024 1/23/2024 1/24/2024 1/23/2024	SIWV8695 SIWV8706 SIWV8696 SIWV8707 SIWV8694	3210--Bright Thinker 3210--Bright Thinker 3210--Bright Thinker 3210--Bright Thinker 3210--Bright Thinker	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT EFT EFT EFT	100058 100058 100058 100058 100058	952.61 952.61 952.61 952.61 952.61	119.08 238.15 238.15 238.15 119.08	In Transit In Transit In Transit In Transit In Transit	910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
2/16/2024	1/10/2024 1/16/2024	3023824 3024859	4300--Pro-Ed, Inc. 4300--Pro-Ed, Inc.	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT	100073 100073	934.47 934.47	777.15 157.32	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
2/16/2024	1/29/2024	B-268439477	1022--Noonan Family Swim School Marrieta	5880--Instructional Vendors &	EFT	100041	919.00	919.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	2/1/2024	B-268436373	5711--IceTown Riverside 5711--IceTown Riverside	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100098 100098	885.00 885.00	119.00 766.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	2/4/2024	B-268436362	2383--Guitar Nirjas 2383--Guitar Nirjas	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100043 100043	844.50 844.50	657.00 187.50	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	2/1/2024	B-268439590	1917--The Center Stage Studio	5880--Instructional Vendors &	EFT	100065	831.66	831.66	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	2/2/2024	B-268436336	5822--Fulton Ninja Academy	5880--Instructional Vendors &	EFT	100062	809.50	809.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	2/1/2024	B-268439576	6182--Sweetwater Fams	5880--Instructional Vendors &	EFT	100037	805.00	805.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	2/8/2024	B-268441575	6185--Adage Dance Center LLC	5880--Instructional Vendors &	EFT	100066	801.43	801.43	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/16/2024	1/29/2024	B-268439440	5495--Little School of Music	5880--Instructional Vendors &	EFT	100017	788.00	788.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/16/2024	2/5/2024	B-268439551	5548--Sektor Jiu-Jitsu 5548--Sektor Jiu-Jitsu	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100084 100084	767.00 767.00	485.00 282.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	1/31/2024	B-268439493	3109--New Modern Music School US Inc.	5880--Instructional Vendors &	EFT	100059	766.00	766.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/16/2024	2/8/2024	B-268441597	2144--Waterworks Aquatics Pasadena	5880--Instructional Vendors &	EFT	100085	731.52	731.52	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/16/2024	2/1/2024	B-268439562	5487--Southland Ballet Academy	5880--Instructional Vendors &	EFT	100024	699.00	699.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	1/31/2024	B-268439414	3278--Joobilo, LLC 3278--Joobilo, LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100107 100107	9,680.42 9,680.42	6,716.67 2,963.75	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/16/2024	2/5/2024	B-268439585	1071--Terra Arts Foundation 1071--Terra Arts Foundation	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100007 100007	7,123.61 7,123.61	5,123.61 2,000.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/16/2024	2/2/2024	B-268439481	4137--Olive Tree Education 4137--Olive Tree Education	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100109 100109	6,547.84 6,547.84	1,539.09 5,008.75	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/16/2024	2/5/2024	B-268439550	1027--Science-2-U 1027--Science-2-U	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100023 100023	4,810.75 4,810.75	1,052.00 3,758.75	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	1/22/2024	B-268439487	2372--Outschool 2372--Outschool	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100009 100009	3,165.00 3,165.00	962.00 2,203.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	1/26/2024	138029	5297--Learning Ally 5297--Learning Ally	4350--Other Supplies - Materia 4350--Other Supplies - Materia	EFT EFT	100112 100112	3,099.00 3,099.00	1,921.38 1,177.62	In Transit In Transit	907--Special Education 907--Special Education	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/16/2024	2/1/2024	B-268439420	v3080--Kaser Arts v3080--Kaser Arts	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100114 100114	2,293.25 2,293.25	506.25 1,787.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	1/31/2024	B-268439496	v3032--Peace Hill Classical Co-op LLC v3032--Peace Hill Classical Co-op LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100032 100032	2,234.00 2,234.00	345.00 1,889.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	1/31/2024	B-268439506	6094--PDM Tutors	5880--Instructional Vendors &	EFT	100045	1,755.00	1,755.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	2/9/2024	B-268451266	2337--Wildcats Hockey LLC 2337--Wildcats Hockey LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100102 100102	1,690.00 1,690.00	1,450.00 240.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	2/6/2024	B-268439558	1874--South County Dance Inc.	5880--Instructional Vendors &	EFT	100000	1,397.50	1,397.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	2/1/2024	B-268439509	1648--Portal Languages Fullerton LLC 1648--Portal Languages Fullerton LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100027 100027	1,280.00 1,280.00	240.00 1,040.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	2/2/2024	B-268439560	v3029--South OC Hybrid Homeschool	5880--Instructional Vendors &	EFT	100031	1,246.00	1,246.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/16/2024	1/23/2024 1/24/2024 1/24/2024	1190592620 1190594414 1190594413	2056--LEGO Education 2056--LEGO Education 2056--LEGO Education	4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies	EFT EFT EFT	100034 100034 100034	1,203.02 1,203.02 1,203.02	351.95 344.75 506.32	In Transit In Transit In Transit	910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
2/16/2024	2/4/2024	B-268436353	6239--Golden Star Educational Services	5880--Instructional Vendors &	EFT	100111	1,100.00	1,100.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/16/2024	2/1/2024	B-268439479	5532--Nuestra Escuela Spanish Academy 5532--Nuestra Escuela Spanish Academy	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100022 100022	1,080.75 1,080.75	941.75 139.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	2/5/2024	413512	6298--San Diego Padres 6298--San Diego Padres	5835--Field Trips 5835--Field Trips	EFT EFT	100087 100087	901.00 901.00	153.00 748.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/16/2024	2/10/2024	00002E01V5064	1649--UPS 1649--UPS	5930--Postage 5930--Postage	EFT EFT	100055 100055	118.32 118.32	44.96 73.36	In Transit In Transit	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	2/10/2024	B-268451270	5557--Music Lessons with Jena	5880--Instructional Vendors &	EFT	100014	1,005.00	1,005.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/12/2024	B-268451257	6165--Catherine Croisette Cello	5880--Instructional Vendors &	EFT	100071	150.00	150.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439424	2288--Kicks Taekwondo Riverside Inc.	5880--Instructional Vendors &	EFT	100070	150.00	150.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner

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2/20/2024	1/22/2024	268292903	1322--Brave Writer, LLC	4100--Textbooks & Core Curricu	EFT	100082	149.00	149.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	16006535	5296--LEAF 5296--LEAF	5620--Equipment Leases 5620--Equipment Leases	EFT EFT	100074 100074	143.86 143.86	54.67 89.19	In Transit In Transit	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439511	6044--Prado Music Academy	5880--Instructional Vendors &	EFT	100088	130.00	130.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/31/2024	B-268439580	2086--Sylvan Learning of Torrance	5880--Instructional Vendors &	EFT	100005	126.00	126.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/30/2024	B-268439507	1018--Reynaldo & Maria Laura D'Angelo DBA Pr	5880--Instructional Vendors &	EFT	100110	123.75	123.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/22/2024	54542	1211--Teaching Textbooks	4100--Textbooks & Core Curricu	EFT	100012	117.90	58.95	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/26/2024	54638	1211--Teaching Textbooks	4100--Textbooks & Core Curricu	EFT	100012	117.90	58.95	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	12/22/2023	8108	1260--McRuffy Press, LLC	4100--Textbooks & Core Curricu	EFT	100046	107.90	107.90	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/8/2024	B-268441581	6135--Drawn2Art Sherman Oaks	5880--Instructional Vendors &	EFT	100040	81.00	81.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/19/2024	9345170	1180--Houghton Mifflin Harcourt Publishing Co.	4100--Textbooks & Core Curricu	EFT	100086	78.30	78.30	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/7/2024	B-268441598	5577--Mission Viejo Family YMCA	5880--Instructional Vendors &	EFT	100118	75.00	75.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/5/2024	B-268439587	5886--The Backyard Schoolhouse	5880--Instructional Vendors &	EFT	100035	75.00	75.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/21/2024	7855	2699--Nicole the Math Lady, LLC.	4100--Textbooks & Core Curricu	EFT	100097	59.00	59.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/27/2024	P42670670101	1171--Discount School Supply	4310--Materials & Supplies	EFT	100047	58.37	58.37	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/26/2024	254854743	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	100006	52.98	52.98	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/18/2024	2289820	5059--Blick Art Material	4310--Materials & Supplies	EFT	100064	52.95	52.95	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/12/2024	INV49245	5313--LogiCopy 5313--LogiCopy	5800--Professional Services - 5800--Professional Services -	EFT EFT	100094 100094	44.20 44.20	29.17 15.03	In Transit In Transit	912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/20/2024	1/24/2024	INV49458	6102--Wilson Language Training Corporation	4100--Textbooks & Core Curricu	EFT	100093	41.72	11.38	In Transit	908--Intervention/Title I	2073--Excel Academy Charter School - Helenda
2/20/2024	1/25/2024	INV49541	6102--Wilson Language Training Corporation	4100--Textbooks & Core Curricu	EFT	100093	41.72	11.56	In Transit	908--Intervention/Title I	2073--Excel Academy Charter School - Helenda
2/20/2024	1/23/2024	INV49308	6102--Wilson Language Training Corporation	4100--Textbooks & Core Curricu	EFT	100093	41.72	18.78	In Transit	908--Intervention/Title I	2053--Excel Academy Charter School - Warner
2/20/2024	1/25/2024	670	4224--Curiosity Chronicles	4100--Textbooks & Core Curricu	EFT	100042	28.00	28.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/30/2024	B-268439513	6030--Providence Heart Ranch	5880--Instructional Vendors &	EFT	100011	300.00	300.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/6/2024	B-268439413	4178--JKWInnovations	5880--Instructional Vendors &	EFT	100096	292.00	292.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/23/2024	22169	2445--Beautiful Feet Books, Inc.	4310--Materials & Supplies	EFT	100095	286.35	69.19	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/24/2024	22212	2445--Beautiful Feet Books, Inc.	4310--Materials & Supplies	EFT	100095	286.35	217.16	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/8/2024	B-268441594	v2037--Taryn Sains	5880--Instructional Vendors &	EFT	100076	280.00	280.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/30/2024	B-268439476	6159--Nino's Art Studio	5880--Instructional Vendors &	EFT	100103	280.00	280.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/30/2024	B-268439462	1896--Mission Renaissance	5880--Instructional Vendors &	EFT	100060	275.60	275.60	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/9/2024	B-268451269	5529--Lanterns Global LLC	5880--Instructional Vendors &	EFT	100016	260.00	260.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/7/2024	B-268441592	5814--Mary Longbottom	5880--Instructional Vendors &	EFT	100052	260.00	260.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439431	6264--Laguna Dance Theatre	5880--Instructional Vendors &	EFT	100002	260.00	260.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/29/2024	B-268439586	5682--The Art House 5682--The Art House	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	100077 100077	260.00 260.00	130.00 130.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	1/25/2024	B-268439592	6321--The Red Apple Project	5880--Instructional Vendors &	EFT	100119	260.00	260.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/24/2024	300160	1224--Oak Meadow Inc	4100--Textbooks & Core Curricu	EFT	100099	250.27	250.27	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/6/2024	B-268436342	1854--Firestorm Freerunning Ultra LLC	5880--Instructional Vendors &	EFT	100019	250.00	250.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	B-268436332	5591--Faith Seymour Tutoring Services	5880--Instructional Vendors &	EFT	100053	240.00	240.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/31/2024	B-268439572	5833--Susan Sanders	5880--Instructional Vendors &	EFT	100057	240.00	240.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/31/2024	B-268439611	4147--Kelsey Mira Slater	5880--Instructional Vendors &	EFT	100072	240.00	240.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268439603	2211--Valerie Marich Music	5880--Instructional Vendors &	EFT	100013	240.00	240.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/13/2024	B-268451255	5684--Calque Jiu Jitsu Walnut Academy	5880--Instructional Vendors &	EFT	100029	240.00	240.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/5/2024	B-268439457	1610--Michaela Shea Ackermann	5880--Instructional Vendors &	EFT	100010	210.00	210.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	B-268439441	1253--LIVE Online Math	5880--Instructional Vendors &	EFT	100100	203.00	203.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/6/2024	B-268439455	1166--Math Learning Rendondo Beach	5880--Instructional Vendors &	EFT	100004	199.50	199.50	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/5/2024	B-268439612	5763--West Coast Kraw Maga Murrieta	5880--Instructional Vendors &	EFT	100044	189.00	189.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/13/2024	B-268451272	1551--Sierra Madre Dance Center	5880--Instructional Vendors &	EFT	100105	188.00	188.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/22/2024	268396233	4221--Parenting EQ	4100--Textbooks & Core Curricu	EFT	100056	177.79	177.79	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/24/2024	IN-6247	1339--Elemental Science (Elemental Science, I	4100--Textbooks & Core Curricu	EFT	100113	167.27	30.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/24/2024	IN-6246	1339--Elemental Science (Elemental Science, I	4100--Textbooks & Core Curricu	EFT	100113	167.27	31.89	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/24/2024	IN-6248	1339--Elemental Science (Elemental Science, I	4100--Textbooks & Core Curricu	EFT	100113	167.27	15.39	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/25/2024	IN-6271	1339--Elemental Science (Elemental Science, I	4100--Textbooks & Core Curricu	EFT	100113	167.27	89.99	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/28/2024	B-268439485	6163--One World Many Views - Discover Art	5880--Instructional Vendors &	EFT	100028	160.00	160.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/30/2024	B-268439446	5884--Master Lee's Kung Fu San Soo	5880--Instructional Vendors &	EFT	100018	159.00	159.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/6/2024	B-268436340	v3022--Fired Up Arts	5880--Instructional Vendors &	EFT	100054	158.00	158.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439533	2107--Rockstars of Tomorrow, Inc - Norco	5880--Instructional Vendors &	EFT	100048	155.00	155.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	B-268439438	4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	EFT	100115	150.00	150.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/24/2024	B-268439583	6188--Telos Academy	5880--Instructional Vendors &	EFT	100101	534.60	534.60	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday March 14, 2024 at 12:10 PM

2/20/2024	2/1/2024	B-26849442	6171-Lucky Duck Swim School	5880-Instructional Vendors &	EFF	100015	514.00	514.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helenda
2/20/2024	1/23/2024 1/23/2024 1/24/2024	1.66634E+11 1.66646E+11 1.71886E+11	2114-Lakeshore Learning Materials 2114-Lakeshore Learning Materials 2114-Lakeshore Learning Materials	4310-Materials & Supplies 4100-Textbooks & Core Curricu 4310-Materials & Supplies	EFF EFF EFF	100083 100083 100083	495.27 495.27 495.27	266.31 223.75 5.21	In Transit In Transit In Transit	910-Instructional Funds 910-Instructional Funds 910-Instructional Funds	2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda 2053-Excel Academy Charter School - Warner
2/20/2024	1/22/2024 1/19/2024 1/23/2024 1/19/2024 1/16/2024 1/22/2024 1/22/2024	SI-200091 SI-199906 SI-200124 SI-199904 SI-199560 SI-200142 SI-200150	1978-The Logic of English 1978-The Logic of English 1978-The Logic of English 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 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4310-Materials & Supplies 4100-Textbooks & Core Curricu	EFF EFF EFF EFF EFF EFF EFF	100067 100067 100067 100067 100067 100067 100067	494.82 494.82 75.37 494.82 494.82 83.31 494.82	25.07 73.20 125.17 22.73 19.00 494.82 46.98	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 2073-Excel Academy Charter School - Helenda 2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda 2053-Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-26849430	6028-Kumon Math and Reading of Norco	5880-Instructional Vendors &	EFF	100036	465.00	465.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/23/2024 1/24/2024	588872 511789	3031-Essentials in Writing 3031-Essentials in Writing	4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu	EFF EFF	100080 100080	454.00 454.00	237.00 217.00	In Transit In Transit	910-Instructional Funds 910-Instructional Funds	2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda
2/20/2024	1/21/2024	B-26849534	v3084-Rockstars of Tomorrow Riverside	5880-Instructional Vendors &	EFF	100090	430.50	430.50	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/13/2024	B-268451265	v3137-Hector Y. Martinez	5880-Instructional Vendors &	EFF	100039	420.00	420.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/24/2024	MA59770303	1151-Apple Inc	4310-Materials & Supplies	EFF	100001	412.65	412.65	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helenda
2/20/2024	1/30/2024	B-268436329	6235-Escudido Center for Martial Arts	5880-Instructional Vendors &	EFF	100078	400.00	400.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-26849489	3364-Pacific Ballet Conservatory	5880-Instructional Vendors &	EFF	100104	388.75	388.75	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/22/2024 1/22/2024 1/24/2024 1/22/2024 1/22/2024	19045 19047 19063 19048 19046	1243-JacKris Publishing, LLC 1243-JacKris Publishing, LLC 1243-JacKris Publishing, LLC 1243-JacKris Publishing, LLC 1243-JacKris Publishing, LLC	4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu	EFF EFF EFF EFF EFF	100091 100091 100091 100091 100091	375.29 375.29 375.29 375.29 375.29	106.77 105.77 27.99 29.99 106.77	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	2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda 2053-Excel Academy Charter School - Warner 2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda
2/20/2024	2/5/2024	B-26849553	5726-Silva Ju-Jitsu Academy	5880-Instructional Vendors &	EFF	100089	375.00	375.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/25/2024	B-26849607	v3112-VCCA Villatoro Champion Martial Arts v3112-VCCA Villatoro Champion Martial Arts	5880-Instructional Vendors & 5880-Instructional Vendors &	EFF EFF	100092 100092	367.00 367.00	99.00 268.00	In Transit In Transit	910-Instructional Funds 910-Instructional Funds	2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda
2/20/2024	2/5/2024	B-26849512	1902-Precision Gymnastics 1902-Precision Gymnastics	5880-Instructional Vendors & 5880-Instructional Vendors &	EFF EFF	100068 100068	363.00 363.00	145.00 218.00	In Transit In Transit	910-Instructional Funds 910-Instructional Funds	2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda
2/20/2024	1/22/2024 1/22/2024 1/20/2024 1/25/2024	S303523 S303523 S303330 S30442	1208-Singapore Math Inc 1208-Singapore Math Inc 1208-Singapore Math Inc 1208-Singapore Math Inc	4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu	EFF EFF EFF EFF	100021 100021 100021 100021	360.79 360.79 360.79 360.79	74.04 44.80 55.89 186.06	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 2053-Excel Academy Charter School - Warner 2053-Excel Academy Charter School - Warner 2053-Excel Academy Charter School - Warner
2/20/2024	2/3/2024	B-26849422	6144-Kelly Speakman	5880-Instructional Vendors &	EFF	100081	360.00	360.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/5/2024	B-26849613	2341-West Coast Krav Maga Tecumeca	5880-Instructional Vendors &	EFF	100033	359.10	359.10	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/23/2024	B-26849515	6020-R.I.C.A. Dance	5880-Instructional Vendors &	EFF	100003	359.00	359.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/14/2024	B-268451258	1110-Claremont Chefs Academy	5880-Instructional Vendors &	EFF	100108	350.00	350.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helenda
2/20/2024	2/7/2024	B-268441587	2726-Hope Ranch, LLC	5880-Instructional Vendors &	EFF	100075	350.00	350.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-26849519	5575-Red Dragon Karate	5880-Instructional Vendors &	EFF	100049	349.20	349.20	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helenda
2/20/2024	2/1/2024	B-26849531	5589-Rock Fitness	5880-Instructional Vendors &	EFF	100063	340.00	340.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/9/2024	B-268451276	4197-Victoria Knell	5880-Instructional Vendors &	EFF	100116	332.00	332.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helenda
2/20/2024	2/5/2024	B-26849456	6241-Mathnasium of Riverside	5880-Instructional Vendors &	EFF	100025	315.00	315.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/7/2024	B-268441589	6128-Institute for Educational Advancement	5880-Instructional Vendors &	EFF	100106	315.00	315.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helenda
2/20/2024	1/31/2024	B-26849466	6133-Murphy Language Arts LLC	5880-Instructional Vendors &	EFF	100026	311.25	311.25	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-26849584	5998-Tecumeca Music Teacher LLC	5880-Instructional Vendors &	EFF	100050	309.75	309.75	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/29/2024	B-26849412	5890-Jill Sturke	5880-Instructional Vendors &	EFF	100020	300.00	300.00	In Transit	910-Instructional Funds	2073-Excel Academy Charter School - Helenda
2/20/2024	1/31/2024	B-26849452	v2672-Mathnasium of Mission Viejo	5880-Instructional Vendors &	EFF	100030	300.00	300.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/3/2024	B-268436372	2113-Alison Milten	5880-Instructional Vendors &	EFF	100051	675.00	675.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/30/2024	B-26849463	1550-Monica D Basurto 1550-Monica D Basurto	5880-Instructional Vendors & 5880-Instructional Vendors &	EFF EFF	100008 100008	656.00 656.00	84.00 572.00	In Transit In Transit	910-Instructional Funds 910-Instructional Funds	2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda
2/20/2024	1/25/2024 1/25/2024 1/25/2024 1/25/2024 1/25/2024 1/25/2024 1/25/2024 1/25/2024 1/25/2024 1/25/2024	501518 501338 501337 501517 501518 501339 501516 501519 501336	2129-Studies Weekly 2129-Studies Weekly 2129-Studies Weekly 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 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu	EFF EFF EFF EFF EFF EFF EFF EFF EFF EFF	100069 100069 100069 100069 100069 100069 100069 100069 100069 100069	651.69 651.69 651.69 651.69 651.69 651.69 651.69 651.69 651.69 651.69	87.49 86.09 87.29 43.75 43.75 86.09 86.09 87.49 43.65	In Transit In Transit In Transit 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 910-Instructional Funds 910-Instructional Funds 910-Instructional Funds	2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda 2053-Excel Academy Charter School - Warner 2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda 2053-Excel Academy Charter School - Warner 2053-Excel Academy Charter School - Warner
2/20/2024	9/14/2023	11533	6186-SunWind Solar Inc 6186-SunWind Solar Inc	4310-Materials & Supplies 4310-Materials & Supplies	EFF EFF	100061 100061	586.48 586.48	363.62 222.86	In Transit In Transit	906-Education Services 906-Education Services	2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda
2/20/2024	1/30/2024	B-26849527	5453-Riverside Ballet Arts	5880-Instructional Vendors &	EFF	100117	585.00	585.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-26849556	3365-South Coast Repertory, Inc. 3365-South Coast Repertory, Inc.	5880-Instructional Vendors & 5880-Instructional Vendors &	EFF EFF	100038 100038	581.67 581.67	186.67 395.00	In Transit In Transit	910-Instructional Funds 910-Instructional Funds	2053-Excel Academy Charter School - Warner 2073-Excel Academy Charter School - Helenda
2/20/2024	1/23/2024 1/23/2024	28840 288437	1293-Moving Beyond the Page 1293-Moving Beyond the Page	4100-Textbooks & Core Curricu 4100-Textbooks & Core Curricu	EFF EFF	100079 100079	559.20 559.20	302.38 256.82	In Transit In Transit	910-Instructional Funds 910-Instructional Funds	2073-Excel Academy Charter School - Helenda 2073-Excel Academy Charter School - Helenda
2/20/2024	2/1/2024	B-26849616	3336-Debra K. Hardman	5880-Instructional Vendors &	EFF	20136004170	250.00	250.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268436360	2177-Greenwave Surf	5880-Instructional Vendors &	EFF	20136004238	225.00	225.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	8/18/2023	B-268336096	5553-Active Kids	4100-Textbooks & Core Curricu	EFF	20136004179	223.95	223.95	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/26/2024	B-26849502	2132-Piano Studio of Natalie Warren	5880-Instructional Vendors &	EFF	20136004221	202.00	202.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner
2/20/2024	1/25/2024	B-26849475	4182-NEWSONG Studio	5880-Instructional Vendors &	EFF	20136004190	200.00	200.00	In Transit	910-Instructional Funds	2053-Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday March 14, 2024 at 12:10 PM

2/20/2024	2/1/2024	B-268439608	5581--Victory Aquatics	5880--Instructional Vendors & EFT	20136004183	180.00	180.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/30/2024	B-268439532	3310--Rockside Music Inc	5880--Instructional Vendors & EFT	20136004222	180.00	180.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/23/2024	B-268436370	5984--Healthy Footprints Adventure Communit	5880--Instructional Vendors & EFT	20136004206	160.00	160.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/3/2024	B-268439568	2505--STEM Center USA	5880--Instructional Vendors & EFT	20136004240	160.00	160.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/3/2024	EA1223	5482--Elite Academics LLC	5880--Instructional Vendors & EFT	20136004194	150.00	150.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439517	2147--Rebecca Meta Scott	5880--Instructional Vendors & EFT	20136004204	147.50	147.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/5/2024	B-268439443	6176--Mamute Jiu Jitsu	5880--Instructional Vendors & EFT	20136004169	145.00	145.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/7/2024	B-268441596	2202--Watersafe Swim School Inc.	5880--Instructional Vendors & EFT	20136004216	142.00	142.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	B-268439582	6178--Sylvia's Design Studio	5880--Instructional Vendors & EFT	20136004185	140.00	140.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/5/2024	B-268439526	2298--Riverside Aquatics Association	5880--Instructional Vendors & EFT	20136004207	124.00	124.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268436351	1883--Georganne Gould	5880--Instructional Vendors & EFT	20136004224	120.00	120.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/26/2024	B-268439501	1415--Hong Liang	5880--Instructional Vendors & EFT	20136004225	120.00	120.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439504	2102--Play-Well TEKologies	5880--Instructional Vendors & EFT	20136004182	111.56	111.56	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/30/2024	B-268439445	4109--Maria's Learning Shop	5880--Instructional Vendors & EFT	20136004196	100.00	100.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/4/2024	B-268439552	2880--Signing the Gap	5880--Instructional Vendors & EFT	20136004200	63.00	63.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/23/2024	BLJ-1502	5510--Big Life Journal	4310--Materials & Supplies	20136004230	55.40	55.40	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/3/2024	B-268439467	3401--Christina Choate	5880--Instructional Vendors & EFT	20136004172	680.00	680.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268439554	1412--South Coast Conservatory	5880--Instructional Vendors & EFT	20136004188	676.00	676.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/25/2024	B-268439468	3305--Music Maker Inc.	5880--Instructional Vendors & EFT	20136004197	666.00	666.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/8/2024	B-268451271	1377--Olympia Training Center	5880--Instructional Vendors & EFT	20136004167	664.00	664.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/6/2024	B-268439439	2021--Three Little Chefs, Inc.	5880--Instructional Vendors & EFT	20136004215	600.00	600.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	B-268439510	2171--Grace E. Hickok	5880--Instructional Vendors & EFT	20136004174	587.50	587.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/12/2024	243559636	1533--Common Thread Claremont	5880--Instructional Vendors & EFT	20136004202	585.00	195.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/12/2024	B-268451259	1533--Common Thread Claremont	5880--Instructional Vendors & EFT	20136004202	585.00	390.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/2/2024	B-268439549	6038--San Clemente Dance & Performing Arts	5880--Instructional Vendors & EFT	20136004231	532.53	532.53	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439460	5844--Miss Candice's Dance Center 5844--Miss Candice's Dance Center	5880--Instructional Vendors & EFT 5880--Instructional Vendors & EFT	20136004191 20136004191	525.00 525.00	320.00 205.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/20/2024	2/5/2024	B-268436352	6256--Glendora Music and Arts School	5880--Instructional Vendors & EFT	20136004180	515.00	515.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/6/2024	B-268441585	3185--Olymstar International Corp.	5880--Instructional Vendors & EFT	20136004211	500.00	500.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	B-268439598	5877--Ultra Jiu Jitsu Academy 5877--Ultra Jiu Jitsu Academy	5880--Instructional Vendors & EFT 5880--Instructional Vendors & EFT	20136004186 20136004186	480.00 480.00	160.00 320.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	2/12/2024	B-268451277	6145--West Coast Services	5880--Instructional Vendors & EFT	20136004227	480.00	480.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/10/2024	B-268451267	4186--Kidz Golf Club	5880--Instructional Vendors & EFT	20136004176	480.00	480.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268436322	2269--Dunamix Dance Project, Inc	5880--Instructional Vendors & EFT	20136004173	465.00	465.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/31/2024	B-268439618	4121--Wm Tutoring Services 4121--Wm Tutoring Services	5880--Instructional Vendors & EFT 5880--Instructional Vendors & EFT	20136004193 20136004193	440.00 440.00	240.00 200.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/20/2024	2/1/2024	B-268439566	4111--Spanish Time 123 4111--Spanish Time 123	5880--Instructional Vendors & EFT 5880--Instructional Vendors & EFT	20136004234 20136004234	428.75 428.75	368.75 60.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	2/5/2024	B-268439520	1064--Redlands Gymnastics Club	5880--Instructional Vendors & EFT	20136004239	406.00	406.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/8/2024	5359-020224	5359--Pitney Bowes 5359--Pitney Bowes	5930--Postage 5930--Postage	20136004171 20136004171	402.50 402.50	152.95 249.55	In Transit In Transit	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	2/6/2024	B-268439437	5484--Learning with Laurel	5880--Instructional Vendors & EFT	20136004213	390.75	390.75	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268439597	2798--Traditional Equestrian School	5880--Instructional Vendors & EFT	20136004192	352.00	352.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	2/2/2024	B-268439425	4107--Shirja Kim	5880--Instructional Vendors & EFT	20136004175	340.00	340.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/14/2024	B-268451264	5924--Goldfish Swim School of Aliso Viejo 5924--Goldfish Swim School of Aliso Viejo	5880--Instructional Vendors & EFT 5880--Instructional Vendors & EFT	20136004205 20136004205	338.00 338.00	189.00 149.00	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	2/9/2024	B-268451260	4174--FortePiano Music School	5880--Instructional Vendors & EFT	20136004236	328.00	328.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/29/2024	B-268439569	6234--Sundae Music Group LLC	5880--Instructional Vendors & EFT	20136004228	325.00	325.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/22/2024	B1363	3167--Wisseca Biomes	4100--Textbooks & Core Curricu	20136004210	310.00	310.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/4/2024	B-268439419	1397--Karis Academy 1397--Karis Academy	5880--Instructional Vendors & EFT 5880--Instructional Vendors & EFT	20136004181 20136004181	308.50 308.50	200.00 108.50	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helenda 2053--Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268439529	2381--Robin Nesom Young	5880--Instructional Vendors & EFT	20136004209	280.00	280.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/25/2024	B-268439464	6024--Monica L. Silvey	5880--Instructional Vendors & EFT	20136004219	280.00	280.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/2/2024	B-268439595	3086--Torres Fine Arts Instruction	5880--Instructional Vendors & EFT	20136004168	275.00	275.00	In Transit	910--Instructional Funds	2073--Excel Academy Charter School - Helenda
2/20/2024	1/15/2024	1225	2276--KiwiCo., Inc. 2276--KiwiCo., Inc.	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	20136004233 20136004233	1,046.36 1,046.36	935.23 111.13	In Transit In Transit	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helenda
2/20/2024	2/7/2024	B-268441582	5561--Firestorm Freerunning - Galaxy LLC	5880--Instructional Vendors & EFT	20136004201	1,030.00	1,030.00	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	1/29/2024	B-268439474	3005--New California Conservatory of Music	5880--Instructional Vendors & EFT	20136004232	1,022.22	1,022.22	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner
2/20/2024	2/1/2024	B-268439525	6051--Riffs Music	5880--Instructional Vendors & EFT	20136004199	1,002.50	1,002.50	In Transit	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 3204C107B

Period Ending: 02/15/2024

Check Date: 02/26/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 02/23/2024

A wire request for \$37,031.14 will be sent to your bank on 02/22/2024

Items

Checks / Vouchers	20
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service	612.19
Direct Deposit	7.25
Jurisdiction Filing	6.00
Garnishment Fee this Payroll	No Charge
Additional Services	30.00
Total Billing	655.44

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,302.67	1,302.67	2,605.34
Medicare	514.78	514.78	1,029.56
Federal W/H Tax	1,840.66		1,840.66
California W/H Next Day	896.58		896.58
California SDI Next Day	394.52		394.52
California ETT Qtrly		12.97	12.97
California SUTA		337.39	337.39
Total Tax Deposits	4,949.21	2,167.81	7,117.02

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	27,664.68
Direct Deposit Distribution - Paycom Pay	1,594.00
Taxes - PAYCOM Resp.	7,117.02
Payroll Fee	655.44
Total Paycom Cash Requirements	37,031.14

Total Cash Requirements

37,031.14

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 59F556F00

Period Ending: 02/29/2024

Check Date: 02/26/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 02/23/2024

A wire request for \$718,675.52 will be sent to your bank on 02/22/2024

Items

Checks / Vouchers	102
Additional Direct Deposit Accounts	10

Billing

Check Processing/Tax Service	1,717.45
Direct Deposit	9.50
Jurisdiction Filing	6.00
Garnishment Fee this Payroll	No Charge
Total Billing	<u>1,732.95</u>

Tax Deposits

	<u>Employee Deductions</u>	<u>Employer Liability</u>	<u>Total Deposit</u>
FICA/Social Security	4,579.29	4,579.29	9,158.58
Medicare	11,334.68	11,334.68	22,669.36
Federal W/H Tax	59,600.41		59,600.41
California W/H Next Day	28,802.38		28,802.38
California SDI Next Day	8,472.06		8,472.06
California ETT Qtrly		30.08	30.08
California SUTA		782.49	782.49
Hawaii W/H Semiweekly	845.59		845.59
Hawaii SUTA		546.91	546.91
Total Tax Deposits	<u>113,634.41</u>	<u>17,273.45</u>	<u>130,907.86</u>

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	561,474.13
Direct Deposit Distribution - Paycom Pay	24,560.58
Taxes - PAYCOM Resp.	130,907.86
Payroll Fee	1,732.95
Total Paycom Cash Requirements	<u>718,675.52</u>

Total Cash Requirements

718,675.52

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 7488A2DA3

Period Ending: 01/31/2024

Check Date: 02/09/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 02/08/2024

A wire request for \$40,281.20 will be sent to your bank on 02/07/2024

Items

Checks / Vouchers	20
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service	612.19
Direct Deposit	7.25
Jurisdiction Filing	6.00
Garnishment Fee this Payroll	No Charge
Additional Services	125.00
Total Billing	750.44

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,420.18	1,420.18	2,840.36
Medicare	554.38	554.38	1,108.76
Federal W/H Tax	2,177.26		2,177.26
California W/H Next Day	1,063.10		1,063.10
California SDI Next Day	424.66		424.66
California ETT Qtrly		32.72	32.72
California SUTA		850.37	850.37
Total Tax Deposits	5,639.58	2,857.65	8,497.23

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	29,309.39
Direct Deposit Distribution - Paycom Pay	1,724.14
Taxes - PAYCOM Resp.	8,497.23
Payroll Fee	750.44
Total Paycom Cash Requirements	40,281.20

Total Cash Requirements

40,281.20



Excel Academy Charter School Student & Parent/Guardian Electronic Device Agreement

Student Name

Parent Name

Home/Cell Phone

In this agreement, "we", "us", "our", "School" means Excel Academy Charter School. "You", "your" means the parent/guardian and student. The "property" is an electronic device owned by Excel Academy Charter School.

Terms:

You will pay the nonrefundable fee (listed below) from your instructional funds before taking possession of the property. You will comply at all times with this agreement and incorporated herein by reference and made a part hereof for all purposes. Any failure to comply may terminate your rights of possession effective immediately and the School may repossess the property.

(parent initial _____, student initial _____).

Chromebook Rental Fee: \$ 125 one time fee

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Title:

Legal title to the property is with the School and shall at all times remain with the School. Your right of possession and use is limited to and conditioned upon your full and complete compliance with this Agreement.

(parent initial _____, student initial _____).

Loss or Damage:

If the property is damaged, you are responsible for the reasonable cost of repair not covered by warranty or insurance. You acknowledge that in the case of theft or loss that you are responsible for the depreciated replacement cost of the computer. Theft or loss of a computer must be reported to school administration in accordance with School's Handbook and Acceptable Use Policy. You are responsible for reporting the theft to the local police and a copy of the report must be forwarded to your Teacher of Record (ToR).

(parent initial _____, student initial _____).

Repossession:

If you do not, in a timely manner, fully comply with all terms of this Agreement, including the timely return of the property, the School shall be entitled to declare you in default and report property stolen to the proper authorities.

(parent initial _____, student initial _____).

Term of Agreement:

You can use and possess the property until the end of the school year, and the school reserves the right to end your usage and possession of it sooner if they choose to do so.

(parent initial _____, student initial _____).

The right to use an electronic device at home is a privilege. If students do not adhere to the rules and guidelines in this agreement, the privilege to use their electronic device at home may be restricted or eliminated.

Student and Parent Responsibilities

By allowing student users to take their electronic device, families assume some risk. Parents/Guardians will be responsible for making sure repairs are done and paid for (beyond warranty) or replacement is made, in the event of theft, loss or damage due to intentional or unintentional abuse or misuse.

1. Handling and care of the electronic device
 - a. Use the device on a flat, stable surface.
 - b. Do not set books on top of the device.
 - c. Avoid carrying the device with the screen open.
 - d. Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
 - e. Do not pick up the device by the screen.
 - f. No food or drink around the device.
 - g. Cleaning - wipe surfaces with a clean dry soft cloth.
 - h. Avoid touching the device screen with fingers, pens, or pencils.
 - i. If your hands are dirty, wash them before using the device.
 - j. Do not use the device in a dusty or dirty environment.
 - k. Do not leave the device exposed to direct sunlight or near any heat or moisture sources for extended periods of time.
2. Power management
 - a. It is the student's responsibility to recharge the device's battery so it is fully charged by the start of the next school day.
 - b. Whenever the device is not in use, turn it off to extend battery life.
3. Transport
 - a. The device should be transported closed and in its protective case.
 - b. Do not leave your device in a vehicle EVER! Many devices are stolen this way and heat can be very damaging.
4. Appropriate use - technology is intended for instructional use. It is not intended for commercial use. Student users will not engage in unauthorized activities. Any unauthorized activities may result in immediate termination of use. These include, but are not limited to:

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- a. Any and all illegal purposes;
 - b. Any and all obscene or purposes, including, but not limited to, retrieving or viewing sexually explicit material;
 - c. Any and all discriminatory purposes, including harassment and bullying of individuals based on race, gender, religion, sexual orientation, or disability, among others;
 - d. Any and all purposes that would violate state, federal or international law, including:
 - i. Copyright laws;
 - ii. Cyberbullying laws; and
 - iii. Sexting laws.
 - e. Any use of profanity, obscenity, or language that is offensive or threatening;
 - f. Destruction, alteration, disfigurement or unauthorized access of hardware, software, or firmware;
 - g. Obtaining financial gain or transacting any business or commercial activities;
 - h. Plagiarizing (claiming another person's writings as your own);
 - i. Political advocacy;
 - j. Disrupting the use of others to any process, program or tool, including downloading or otherwise spreading computer viruses;
 - k. Engaging in hacking of any kind, including, but not limited to, the illegal or unauthorized access;
 - l. Allowing others to use property issued by the School without authorization, including students whose access privileges have been suspended or revoked;
 - m. Soliciting or distributing information with the intent to incite violence, cause personal harm, damage a person's character, or to harass another individual.
5. Student users of technology shall:
- a. Use or access technology only for educational purposes
 - b. Comply with copyright laws and software licensing agreements
 - c. Understand that email and network files are not private.
 - d. Respect the privacy rights of others.
 - e. Be responsible at all times for the proper use of technology, including proper use of access privileges, complying with all required system security identification codes, and not sharing any codes or passwords.
 - f. Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or viruses.
6. Student users must take steps to ensure their safety on the internet, including, but not limited to, the following rules:
- a. Students should never give out identifying information such as home address, school name, or telephone number to others on the Internet or by email,

including in a public message such as chat room or newsgroups. If a person asks for such personal information, students must have approval of their parent or guardian before providing the information.

- b. Students should not post photographs of themselves in newsgroups or on websites that are available to the public.
 - c. Students should not arrange a face-to-face meeting with someone they “meet” on the Internet or by email without parental/guardian permission. If a meeting is arranged, the meeting must be in a public place and the student’s parent/guardian must attend.
 - d. Student Users should not respond to messages that are suggestive, obscene, belligerent, threatening, or make a student user feel uncomfortable.
7. Financial responsibility is assumed by the Parent/Guardian for:
- a. Replacement cost for the equipment varies (depending on model). You are responsible for that cost if the device is lost, stolen, or damaged.
 - b. If lost, stolen or damaged, please notify the school immediately on the next school day.
 - c. Lost or stolen - If a device is lost or stolen, a police report is needed.
 - d. Damaged - use the purchased warranty for damages or technical issues. For damage beyond the warranty, the family may be responsible for that cost.
8. The following monitoring and supervision policies apply:
- a. Devices should be used in a location where use can be monitored and supervised by a parent; unsupervised use is strongly discouraged, e.g. use in a child's bedroom.
 - b. The student assigned the device is responsible for all use of their device.
 - c. Use of the device by other family members is not allowed unless listed on agreement.
 - d. Students should not allow other students to borrow their device.
9. Internet access at home:
- a. While Internet filters provide an important level of protection, no filter program provides 100% protection. Monitoring and supervision are still very important.
 - b. It is the parent/guardians’ responsibility to ensure the student follows all regulations listed above.

Consequences of Non-compliance

Revised 3/14/2024 LH, NT

As with any other violation of the Charter School’s rules and regulations, consequences of violations include, but are not limited to, the following:

- Limitations of school funded computer access
- Revocation of school funded computer access
- Disciplinary processes up to expulsion or involuntary withdrawal
- Legal action and prosecution
- Financial liability for loss of internet/computer system

The parent/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The parent/guardian is also responsible to report any misuse of the information system to the Charter School administration.

I agree to comply with the above terms and conditions.

Student Signature/date

Parent/Guardian Signature/date

Excel Academy Charter School Content and Community Provider Application 2024-2025

Thank you for your interest in becoming a Content and Community Provider (CCP) for our school. CCP's play a valued role in providing top notch materials and/or instruction/tutoring that exceeds educational standards, and balances accountability with learning flexibility.

Excel Academy's Vision:

<https://docs.google.com/document/d/162Tyoz4MgelbqHrKPY0Cbf71Hi8MCqmzUyl0mY15rJo/edit?usp=sharing>

* Indicates required question

Content and Community Provider Informational Sheet

Please provide basic information about your business below.

1. Legal Payee Name (MUST MATCH W9 BOX 1) *

2. Content and Community Provider Name (dba Name exactly as you would like it to be listed and found on the website) *

3. Primary Contact Person *

4. Physical address where services are rendered, please include entire address including City, State and Zip code. *

5. Billing Address (for payments) *

6. Primary Phone Number *

7. Alternate Phone Number

8. Email Address *

9. Additional Billing Information (if applicable)

10. Website Address

CCP Questionnaire

11. Type of Services/Products Offered: PLEASE NOTE: This information will be copied directly onto our website and in our purchasing system as your description of services. Please make sure it is detailed exactly as you wish it to appear. *

12. How many students do you provide services to at this time? *

13. How many instructors do you currently employ? *

14. Do your products/services include any religious, denominational, or sectarian content? If so, explain: *

15. Do you currently offer any High School courses? If so, explain: *

16. Describe, if any, all certification, related higher education, and experience in the services you provide: *

17. Subject Category *

Mark only one oval.

- Art
- Educational Videos
- Foreign Language
- History/Social Science
- Language Arts
- Literature
- Manipulatives
- Mathematics
- Multi-Subject
- Music
- Office/School Supplies
- Physical Education
- Reading
- Science
- Technology
- Writing

18. If providing services, what county do you service? *

Mark only one oval.

- Orange
- Riverside
- Los Angeles
- Kern
- San Bernardino
- San Diego
- Ventura
- N/A

CCP Terms and Conditions

Review the below document and indicate your agreement by typing your name below.

[Excel Academy Charter School Terms and Conditions](#)

19. I have read the above Terms and Conditions. *

Check all that apply.

Yes

20. I agree to comply with Excel Academy's CCP Terms and Conditions (type name below). *

21. I am not currently in violation of any item of Excel Academy's CCP Terms and Conditions (type name below). *

Application Terms

1. This application and pre-approval process is an application to be listed as an approved CCP only. This application and pre-approval in no way is an agreement or contract for the school to purchase goods or services from CCP. An approved CCP in no way is promised to receive purchase orders from the school. The application and pre-approval process is not an offer nor an acceptance of an offer made by a CCP.
2. School retains the right to reject the CCP application at any time and for any reason, including revoking previously approved applications.
3. School does not control whether the CCP retains an employee, the school has no control over the CCP's employment decisions (hiring/firing), but the school reserves the right to retain or reject who works with our students.
4. NO EMPLOYMENT RELATIONSHIP: Notwithstanding any language in this application and pre-approval process or the Terms and Condition of the Purchase Order to the contrary, the parties intend that their relationship will be only as set forth in each purchase order. Neither party nor any employee, agent, officer, or independent contractor of or retained by either party shall be considered an agent or employee of the other party for any purpose or entitled to any of the benefits that the other party provides for any of the other party's employees including but not limited to retirement plans such as CalSTRS. Furthermore, each party acknowledges that it shall be responsible for all federal, state and local taxes for it and its employees and reports relative to fees under each purchase order and each party will indemnify and hold the other party harmless from any failure to file necessary reports or pay such taxes.

22. I have read the above application terms. *

Check all that apply.

Yes

23. I agree to the above conditions of my application (type name below). *

CCP FAQs

Please read the below CCP frequently asked questions to familiarize yourself with our program.

[Frequently Asked Questions](#)

24. I have read the CCP FAQs. *

Check all that apply.

Yes

Excel Academy Policies Agreement

1. Standards - School is a TK-12 public school and strives to meet California Common Core State Standards. Student funds can only be used toward educational activities that align to these standards.

2. Non-Sectarian Policy - The CCP agrees that it will not provide services or products that are sectarian, religious, or denominational in content.

3. Conflict of Interest Policy - The CCP agrees that instructional funds cannot directly or indirectly be spent on their own family for services they render, as this would be a conflict of interest. "Family" for the purpose of this policy, can be defined as: spouses, domestic partners, children (including step-children and foster children), parents, step-parents, grandparents, grandchildren, and siblings (including step-brothers and step-sisters). CCP's have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. Such a conflict occurs when a CCP is in a position to influence a decision to use instructional funds that may result in direct or indirect personal benefit for the CCP or for Family (as defined above) as a result of the school's business dealings. CCP shall disclose such relationships with Excel Academy Charter School that constitute or may constitute a conflict of interest pursuant to the law, including but not limited to California Education Code Section 56042. Pursuant to California Education Code Section 56042, a parent, someone acting on behalf of a parent, a CCP or a service provider of an individual with exceptional needs shall not recommend placement at CCP's facility if the parent, someone acting on behalf of the parent, the CCP or the service provider is employed or contracted by the CCP, or will receive a benefit from the CCP, or otherwise has a conflict of interest.

4. No use of school's name in full or in part or the school's logo may be used by CCP without the express written consent of the school. School may withhold such consent in school's sole absolute discretion. All requests for use should be made to studentservices@excelacademy.education. Please see our Name and Logo Policy: [Name and Logo Policy](#)

25. I have read the above policies. *

Check all that apply.

Yes

26. I agree to comply with the above policies (type name below). *

W9 Collection

All new CCP applicants must upload a W-9 tax form.

You may download a copy of the W-9 here: [W9 Form](#)

Please fill out the W-9 in accordance with this example:

<https://drive.google.com/file/d/1imalJG5pE9x28VI6AtFgiS5xbFqN52st/view?usp=sharing>

PAYMENT WILL BE REMITTED TO NAME LISTED IN LINE 1 OF THE W9. TIN MUST MATCH LEGAL NAME EXACTLY.

If you cannot upload the W-9, please email to studentservices@excelacademy.education or mail to:

1 Technology Drive, Suite I-811
Irvine, CA 92618

27. W-9 Upload

Files submitted:

28. Indicate applicant type below. This is the final step for materials CCP. *

Mark only one oval.

Services

Materials

Commercial Liability Insurance Requirements

The school defines CCPs who interact with and/or engage with the school's students whether in person or through virtual means as service CCPs. Service CCPs must furnish proof of commercial liability insurance in the form of a COI and meet the requirements outlined in our Terms & Conditions of the Purchase Order in order to be approved. Once you have submitted your application, school staff will create a profile in our risk management center.

Insurance requirements are listed in section 16 of our Terms and Conditions ([Terms and Conditions of the PO](#)).

Please find a sample of the COI we require here [Sample COI](#)

ALL CCPs are required to have general business liability insurance. Most major insurance carriers will offer business liability insurance. You must provide a and keep current a certificate of insurance (COI) in order to continue as an Excel Academy CCP.

Please provide business liability insurance naming Excel Academy Charter School as additionally insured. Our business address is as follows:

1 Technology Dr.
Bldg I-811
Irvine, CA 92618

If you are unable to upload you may:
Email to studentservices@excelacademy.education
Mail to:
Excel Academy
1 Technology Dr.
Bldg I-811
Irvine, CA 92618

It is the responsibility of the CCP to keep your insurance policy current and an updated form sent to Excel Academy prior to expiration of the current policy. All accounts with expired insurance certificates on file will be placed on an automatic hold until the updated COI is received.

29. I agree to comply with the above insurance requirements. *

Check all that apply.

Yes

30. Please type name below to indicate agreement. *

31. Please upload your COI below.

Files submitted:

Business License Upload

All Content and Community Providers must provide a valid and current Business license for the city they are providing services and conducting business in. Please make sure you check with your location of business to ensure you are complying with their requirements.

32. Please upload your Business License Here

Files submitted:

Unlawful Harassment Discrimination Retaliation Policy

Unlawful Harassment Discrimination Retaliation Policy. The School is committed to providing a learning environment free from discrimination, harassment, intimidation and/or bullying. The School prohibits discrimination, harassment, intimidation and/or bullying based on the actual or perceived characteristics set forth in Penal Code §422.5, Education Code §220 in any CP/EMRP program or activity it conducts or to which it provides significant assistance. The School ensures equal rights and opportunities in accessing education programs, activities, and facilities and prohibits discrimination or harassment based on the following categories: race (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), color, religion, religious creed (including religious dress and grooming practices), ethnicity, national origin, ancestry (including language use restrictions), citizenship, physical or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), genetic information, marital status, registered domestic partner status, sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), actual or perceived gender, gender identity, gender expression, age (40 years and over), sexual orientation, veteran and/or military status, protected medical leaves, status as a victim of domestic violence, assault or stalking, political affiliation, and any other status protected by state or federal law. In addition, the School prohibits retaliation against a person who engages in activities protected under this policy. Reporting, or assisting in reporting, suspected violations of this policy and cooperating in investigations or proceedings arising out of a violation of this policy are protected activities. If following an investigation it is determined that a CP has engaged in prohibited and/or unprofessional conduct as listed above, the CP will be removed from providing service to Excel Academy Charter Schools' students and its affiliated schools within The Collaborative Charter Services Organization.

33. I agree to the Unlawful Harassment Discrimination Retaliation Policy (initial below) *

Code of Conduct

Please review the CCP Code of Conduct below:

[Excel Academy Charter School Code of Conduct](#)

34. I have read the CCP Code of Conduct *

Check all that apply.

Yes

35. I will comply with the CCP Code of Conduct (type name below). *

Employer Fingerprinting Clearance Form

All employees, community providers (CPs), and employees of CPs located in California, who interact and/or engage, including virtually, with students of Excel Academy Charter Schools (School), must complete a criminal background check by submitting their fingerprints to the Department of Justice via Live Scan in compliance with the Background Check policy.

If any other employee that is not an instructor has contact with students of Excel Academy Charter School, please explain the nature of their interactions with those students.

[Excel Academy Livescan Form](#)
[Livescan Instructions](#)

36. I verify that no employee/contractor of the CCP working with students of Excel Academy Charter School has been convicted of a violent or serious felony, nor has a criminal action pending upon charges of commission of a violent or serious felony. *

37. I verify that Excel Academy Charter School will be notified within 24 hours of any felony charges or convictions that occur with any of the employees/contractors of the CCP, even if the employees/contractors do not service students of Excel Academy Charter School. *

38. I will keep current a list of all employees / contractors (hereinafter called a Live Scan Roster) working with students and inform Excel Academy Charter School no later than 30 days of any new employee/contractor starting work with the CCP. *

39. Please select one: *

ORI stands for Originating Agency Identification - A state provided registration number that confirms your authorization as a Custodian of Records. A Custodian of Records will be responsible for the security, storage, dissemination, and destruction of the criminal records.

Mark only one oval.

I do not have an ORI number. *Skip to question 40*

I do have an ORI number. *Skip to question 43*

Do not have ORI number.

The below individual has completed and returned the Live Scan included in this CCP packet for each employee/contractor that will be in contact with Excel Academy Charter School students. If there are additional employees/contractors who will have contact with Excel Academy Charter School Student, please list below. (You may attach another sheet if necessary).

40. Name of individual(s) who have completed LiveScan for Excel Academy. *

LiveScan Fingerprinting Information Sheet/Agreement

NOTE: The cost of Live Scan Fingerprinting is the responsibility of the CCP

1. The live scan form has been included in this CCP packet. You will need to fill out the "Applicant Information" section of the form and then take it to a fingerprinting service location. Once completed, please include a copy of each person(s) live scanned in your application submission.

2. The Live Scan Fingerprint Form (DOJ) is attached. We have filled out all the appropriate sections prior to sending the form to the CCP.

3. CCP is responsible for properly filling out the applicant information section ONLY and scheduling a Live Scan appointment with an approved Live Scan Operator**

**For a list of Live Scan Operators go to: [Live Scan Operator Locations](#).

4. CCP is responsible for ensuring that the Live Scan Operator completely fills out the last section on the form.

5. Each CCP needs to ensure that the Live Scan Operator takes one copy for their records, returns one copy of the completed Live Scan form to the program with the completed CCP packet, and keeps one copy for his/her records.

6. CCP is responsible for any and all fees owed to the Live Scan Operator at the time of services.

7. CCP is responsible for keeping the Live Scan Roster of all staff serving Excel Academy Charter School students current. All new employees, instructors, teachers, staff, agents, or independent contractors must complete the Live Scan process and be approved by Excel Academy Charter School Student Services prior to servicing students. Excel Academy Charter School may audit CCPs Live Scan Roster at any time to insure compliance. Audit compliance must be within 24 hours of request by the School.

8. Once the CCP's fingerprints are processed by the DOJ, we will review the entire application and make a determination as to whether or not the applicant should be added to the Approved CCP List.

41. Please type your name below indicating your agreement. *

42. Upload your completed LiveScan form below. *

Files submitted:

Do have an ORI number.

The below named individual or organization has an ORI Number issued by the DOJ (please provide a copy of the Custodian of Records letter) and has conducted a criminal background check of all employees/contractors who will have contact with students of Excel Academy Charter School, through the DOJ, in accordance with Education Code Section 45125.1 and I certify to Excel Academy Charter School, that no employee/contractor of the CCP working with students of Excel Academy Charter School has been convicted of a violent or serious felony as defined by Penal Code 667.5(c) and 1192.7(c), or any other applicable statute, nor has a criminal action pending upon charges of commission of a violent or serious felony as defined therein. The CCP also agrees that they will continually monitor the status of all their employees/contractors to ensure that any certification provided to Excel Academy Charter School pursuant to Employer Fingerprinting Clearance Form remains valid and accurate.

- 43. Please type your name below indicating your agreement with the above statement. *

- 44. Please upload your ORI letter *

Files submitted:

This content is neither created nor endorsed by Google.





Excel Academy Mission & Vision

Mission Statement:

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

Thank you for your interest in becoming a Content and Community Provider (CCP) for our school. Community Content and Community Providers play a valued role in providing top notch materials and/or instruction/tutoring that exceeds educational standards, and balances accountability with learning flexibility.

Before getting into the schools' requirements, we need to define some important terms.

Excel Academy's Vision

We are all about CHOICE:

C: Compassion, Creativity, Collaboration, Challenge, & Confidence

H: Helpful, Hands-On, Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment



ACH	Automated Clearing House - a type of electronic bank-to-bank payment	PO	Purchase Order
CCP	Content & Community Provider	OPS	Online Purchasing System
DOJ	Department of Justice	ORI	Organization Record Identifier
EMR	Education Material Resource	VCI	Vendor/CCP Course Instruction

Prospective Content and Community Provider (CCP) FAQ

1. What is a Content and Community Provider?

- <https://www.excelacademy.education/parent%20tools/our-vendors/>
- An individual or company that supplies products or provides learning services for Excel Academy students. There are two types of CCPs - EMR (education material resource) CCPs provide products such as books, supplies, subscription kits, or field trip kits. VCI (CCP course instruction) CCPs provide instruction in core

subject areas such as mathematics or social studies, and instruction in electives, such as art or music. Both EMR and VCI CCPs are paid through instructional funds.

2. How do I become a CCP ?

- A current Excel Academy family or Teacher of Record (ToR) must request that you be added as a CCP.
- An application must be filled out. The Student Services Department will review the application and based on your submission will either request more information or indicate that your application was approved or denied. Documentation required will include:
 - i. EMR CCP - a current W-9 form.
 - ii. VCI CCP - a current W-9 form, DOJ cleared background check (LiveScan) for each instructor interacting with a student or proof of an ORI number, proof of business liability insurance in accordance with Excel Academy's requirements. This includes virtual instruction.

3. What is a Purchase Order (PO)?

- A document created by Excel Academy that outlines either the product to be ordered or the service to be provided to the student. A PO will be sent to the CCP via email and, for service CCPs, it's accessible through our OPS (Online Purchasing System) CCP portal. It is the CCP's responsibility to ensure all products and services must be consented by a PO first or the CCP forfeits their right to be paid by Excel Academy. All invoicing done by the CCP must match the content of the PO. A CCP's acceptance of a PO is an agreement to Excel Academy's [Terms & Conditions](#).

4. What do the Purchase Order statuses mean?

- Prepending: Order has been placed by the parent and is pending review by the ToR.
- Pending: ToR has carefully reviewed the order to ensure that the items or services being ordered correspond to Excel Academy guidelines and selected "Approved," OR the ToR has placed the order on behalf of the parent (orders placed by ToR are assumed to have been carefully reviewed).
- Processed: Order has been sent to the Content and Community Provider for fulfillment.

- Received Partial (EMR ONLY): ToR has indicated that some, but not all, of the items on the order have been received.
- Received Full (EMR ONLY): ToR has indicated that all items on the order have been received.
- Invoice Matched: Content and Community Provider has received the invoice from the Content and Community Provider and matched the order in OPS to match what the Content and Community Provider is charging.
- Paid (VCI ONLY): Invoice has been submitted to our Accounts Payable Technician for NET 30 payment. This does not mean that payment has been sent to the Content and Community Provider.

5. How do ToRs, Parents, and Students know about me as a Content and Community Provider?

- The Content and Community Provider search tool on the Excel Academy website can be found in the menu under Content and Community Providers > Content and Community Provider Search: <https://excelacademy.education/resources/community-resources> This search tool offers our families a few different methods to search for approved content and community providers. These search fields are partly populated by the Content and Community Provider Informational Sheet completed below.
 - i. The title or keyword search, which pulls information from the Content and Community Provider name and internal Content and Community Provider notes in OPS.
 - ii. The location search, which searches for Content and Community Providers based on the city, county, or zip code in which they reside.
 - iii. The subject search, which allows families to search for Content and Community Providers based on which subject they are categorized under in OPS.
 - iv. The type search, which allows them to differentiate between product and service Content and Community Providers. All search methods can be used simultaneously to further refine results. In addition, search results are plotted in real time on a Google based map as pins which can be clicked to get directions to a Content and Community Provider via Google Maps.
- Via OPS: [Click Here](#)

- Excel Academy also offers to post Content and Community Provider flyers on social media to educate its parents and students about Content and Community Providers in their area. If you would like your flier to be considered for posting, please email it to mmoran@excelacademy.education

6. *What if I have been live scanned in the past? Do I need to do it again?*

- Yes. California Education Code requires that individuals who provide in-person or virtual live instruction with Excel Academy students receive fingerprint clearance from the CA Dept. of Justice (DOJ). Excel Academy does not have the ability to access the results of your past LiveScan results completed under another agency, employer, or state. The only exception is if you are an active Content and Community Provider with Excel Charter Academy - in that instance you would not need to complete a LiveScan with Excel Academy Charter Schools.
- If you have had an ORI number provided to you by the DOJ that allows you to receive LiveScan clearance and subsequent arrest notifications for your employees and subcontractors, you can provide this number and the authorized DOJ letter in your application.

7. *Why do I need commercial liability insurance?*

- Excel Academy requires providers of products and services to carry insurance to protect itself and the Content and Community Provider from exposure to liability arising from the provision of such goods and services. Exposure arises from the possibility of loss and the probable severity of injuries or property damage if a loss occurs.

NOTE: Once a Content and Community Provider is paid for services they are a business; homeowners liability policies do not cover commercial activity.

Current Content and Community Provider FAQ

1. *How do I get paid?*

- An invoice must be submitted in order for payment to be rendered. Once the invoice is received and verified - it will be processed for payment via ACH within 30 days.

- If payment cannot be received through ACH, it will be mailed to the address on file. Please note that it is the Content and Community Provider's responsibility to ensure Excel Academy has the current address on file. If the check is lost or returned, the Content and Community Provider may incur a \$35 fee for the check to be reissued.
- Invoices should be submitted AFTER materials have been shipped and/or services have been rendered.

2. How do I submit an invoice?

- **OPS** is Excel Academy's invoicing platform for service Content and Community Providers. If you are an active VCI Content and Community Provider and do not have access to OPS feel free to request your login information by sending an email to studentservices@excelacademy.education. This is for VCI providers only.
- **EMAIL** invoice to Excel Academy's Accounts Payable Dept. (studentservices@excelacademy.education). This is for EMR providers only.
- **Please note** that all invoices MUST include payable information that (1) matches the W-9 exactly, (2) includes the purchase order number, (3) the description of the services/products provided, and (4) if applicable, the month they are servicing the student.
- **MAIL** to: 1 Technology Dr., Bldg I-811, Irvine, CA 92618

3. How soon will I get paid?

- Excel Academy operates on a net 30 contract with all Content and Community Providers. Payment will be sent within 30 days of the date of the invoice. For material Content and Community Providers, all materials must be delivered for the invoice to be approved and submitted for payment.

4. Do I receive a tax form at the end of the year?

- Yes. All Content and Community Providers are independent contractors and are eligible to receive a 1099-NEC Form to report their income. However, only Content and Community Providers that have the appropriate tax classification and incur a revenue of \$600 or more in a fiscal year will receive a 1099-NEC form.

5. *How do I renew my status as a Content and Community Provider each year?*

- A Content and Community Provider will remain active as long as there are no changes to current information and all required forms are up to date.

Parent/Content and Community Provider FAQ

1. *What amount of instructional funds (IFs) is my child provided?*

- All students grade TK -8 are provided an amount of \$3,400.00 each year to use towards their learning. All students grades 9-12 are provided an amount of \$3,900.00 each year to use towards their learning.

2. *What if my child enrolls after the school year begins? Do they get a prorated amount?*

- Yes. A student based on their grade level and enrollment date will receive a prorated instructional fund amount.

3. *How quickly can a prospective Content and Community Provider be approved?*

- Approval turnaround time varies from Content and Community Provider to Content and Community Provider. EMR Content and Community Providers tend to be approved quicker due to less requirements. VCI Content and Community Provider approvals depend on the Content and Community Provider's ability to produce the necessary requirements. Live Scan results tend to take 7-10 days to be received from the DOJ.

4. *How do I place orders with an approved Excel Academy Content and Community provider?*

- An approved purchase order (PO) must be created before services begin with a Content and Community Provider or materials can be received. It is the sole responsibility of the parent to place orders for Content and Community Providers prior to receiving services or materials. If services are taken without an approved purchase order in place, the family will be responsible to pay the content and community provider.

- Please contact your Teacher of Record (ToR) to create a PO. The PO will then be submitted to the Content and Community Provider as a promise of payment by Excel Academy.
- Alternatively, you may log in to your OPS account to create a purchase order.

5. *Why can't I know why my request to become a Content and Community Provider was denied?*

- Specific reasons for denial of an application are confidential due to the privacy of the Content and Community Provider. Excel Academy complies with California Education Code guidelines for background checks, assesses Content and Community Provider risk in priority of student safety, and screens for educational efficacy of all Content and Community Providers.

6. *Can anyone request a new EMR or VCI CCPs?*

- Parents and ToRs grow our CCP list. CCPs must be directly requested by an Excel Academy family or ToR.

7. *I am a parent, how do I request a new VCI CCP?*

- Give contact information to your TOR and the TOR will contact the CCP and fill out a pre-screen form and will begin the process.

8. *How can I check the status of my order?*

- Please contact your ToR first for all questions.

9. *Can I place an order for services on a weekend, holiday or break?*

- No, PO's for services can only be placed on instructional days.

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2029 Century Park East | 6th Floor | Los Angeles, CA 90067

Phone: (424) 239-3454
Fax: (424) 389-7090
Email: natalie.alameddine@blankrome.com

February 14, 2024

VIA E-MAIL

Heidi Gasca
Executive Director
Excel Academy Charter Schools
1 Technology Drive
I-811, Irvine, CA 92618

Re: Engagement Letter

Dear Ms. Gasca:

We look forward to representing Excel Academy Charter Schools (“Excel Academy”) in connection with its labor and employment counseling. We are pleased that you have selected us. Any additional legal services you request may be subject to a new engagement letter specific to those services.

The terms of this engagement letter and the attached Addendum will govern our representation of you. Upon the completion of our services with respect to this matter or transaction, we hope that you will choose to engage our firm to perform additional services for you. Absent an express written agreement to the contrary, the terms of our engagement set forth in this letter and the Addendum will apply to this matter and to other matters which we agree to undertake on your behalf. The terms of this engagement as provided in this letter and Addendum shall be the entire agreement and may only be modified in writing signed by a partner of our firm. This Agreement will not take effect and Blank Rome will have no obligation to provide legal services until a signed copy of this Agreement is returned and the fee or retainer specified herein is paid. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, you will be obligated to pay the reasonable value of any services we may have performed.

Unless otherwise agreed with us in writing, our fees will be based on the time devoted to this matter by each attorney, law clerk, reference librarian, paralegal, other legal assistants and members of our E-Discovery, Analysis and Technology Assistance (or “eDATA”) staff at their respective hourly rates in effect at the time the services are performed. The hourly rates, which are subject to periodic review and adjustment, are based on such considerations as the skill requisite to perform the particular services properly, the likelihood that the acceptance of the

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Excel Academy
February 14, 2024
Page 2

particular employment will preclude other employment by the firm or the lawyers in question, the experience, and the reputation and ability of the lawyers performing the services. If you decline to pay any increased rates, our firm shall have the right to withdraw as your attorney. As a courtesy, we are pleased to provide you with a 15% discounted rate of \$659/hour for myself, and a 15% discounted rate for any associate that assists with your matter. Other or different personnel may work on your matter, as well. The current hourly rates for other firm personnel range from \$650 to \$1,200 for partners, from \$540 to \$1,135 for counsels, from \$545 to \$895 for associates, and \$200 to \$560 for paralegals, clerks and librarians, if applicable. Time is charged in minimum units of one-tenth (.1) of an hour. The current hourly rates for attorneys range from \$750 to \$1,495 for partners, from \$640 to \$1,215 for counsel, and from \$615 to \$970 for associates. For other staff the current hourly rates range from \$210 to \$585 for paralegals, clerks and librarians, and \$160 to \$395 for members of our eDiscovery, Analysis and Technology Assistance (“eDATA”), if applicable. Time is charged in minimum units of one-tenth (.1) of an hour.

In addition to our fees, we will be entitled to payment for disbursements and other charges incurred in performing services as more particularly described in the Addendum.

Fees, disbursements, and other charges will be billed monthly and are payable upon presentation. We expect prompt payment. We are entitled to simple interest of 6% per annum on all invoices that are not paid within thirty days.

Please review the terms of this engagement letter carefully, as well as the terms set forth in the attached Addendum. If you have any questions about them, please give us a prompt call. California law requires that fee agreements between attorneys and clients be signed by both before work commences. Accordingly, please signify your agreement by signing below and promptly returning this copy in the self-addressed envelope enclosed for your convenience or by facsimile or email if you prefer.

On behalf of Blank Rome LLP, I thank you for the privilege of representing Excel Academy and look forward to serving its interests.

Very truly yours,



Natalie Alameddine
Partner

NA

BLANKROME

Excel Academy
February 14, 2024
Page 3

Agreed to this ²³ _____ day of
February, 2024.

DocuSigned By:
Heidi Gasca

31110C68C22BD4F9...
Heidi Gasca, Executive Director,
on behalf of Excel Academy

2/23/2024 | 8:18 AM PST
Date: _____

ADDENDUM TO ENGAGEMENT LETTER

The policies and practices set forth below apply to our engagement as your counsel:

1. Scope of Representation.

Unless otherwise agreed to in writing or we specifically undertake such additional representation at your request, we represent only the client named in the engagement letter and not its parent, affiliates, subsidiaries, partners, joint venturers, employees, directors, officers, shareholders, members, owners, agencies, departments or divisions. If our engagement is limited to a specific matter or transaction, and we are not engaged to represent you in other matters, our attorney-client relationship will terminate upon the completion of our services with respect to such matter or transaction whether or not we send you a letter to confirm the termination of our representation.

Nothing in this Agreement and nothing in any statement by us to you will be construed as a promise or guarantee about the outcome of the matter.

2. Fees.

Hourly rates are subject to periodic review and adjustment. Unless otherwise agreed by us in writing our fees will be based on the hourly rates in effect at the time the services are rendered.

Although we may from time to time for a client's convenience furnish estimates of fees or charges that we anticipate will be incurred on a client's behalf, these estimates are subject to unforeseen circumstances and are by their nature inexact. We will not be bound by any estimates except as otherwise expressly agreed to by us in writing. Any estimates of fees shall not be a guarantee. Actual fees may vary from estimates given. Furthermore, unless specifically agreed to by us in writing, your obligation to pay our fees and costs incurred in connection with the representation is not contingent upon our achieving any particular result.

Absent a written agreement to the contrary, each client named in the engagement letter is jointly and severally liable for all fees and disbursements.

3. Disbursements and Other Charges.

In addition to our fees, we will be entitled to payment or reimbursement for disbursements and other charges incurred in performing services such as photocopying, messenger and delivery, overnight delivery and air freight, computerized research, videotape recording, travel (including mileage, parking, air fare, lodging, meals, and ground transportation), long distance telephone, telecopying, word processing in special circumstances, court costs, and filing fees. To the extent we directly provide any of these services, we reserve the right to adjust the amount we charge at any time or from time to time, and the charge will approximate our cost. Unless special arrangements are made, fees and expenses of consultants and professionals (such as experts, investigators, witnesses, and court reporters) and other large disbursements will not be paid by our firm and will be the responsibility of, and billed directly to, you or you will be asked to advance to us an estimate of those costs.

4. Conflicts of Interest.

It is unavoidable that from time to time conflicts of interest develop between or among our clients, or between clients, or former clients, and prospective clients we wish to represent. In these situations, we are required, if we are authorized to do so, to disclose the conflicts to our clients, former clients and prospective clients and consult with them and to obtain the clients' or former clients' consents before we may proceed. We wish to confirm that you agree that you will promptly and in good faith consider our requests for a consent.

5. Termination.

You shall have the right at any time to terminate our services and representation upon written notice. Such termination shall not, however, relieve you of the obligation to pay for all services rendered and disbursements and other charges made or incurred on your behalf prior to the date of termination.

We reserve the right upon reasonable notice to cease performing work and to withdraw from the representation (a) with your consent, (b) for good cause, or (c) for any other reason permitted by law. Good cause may include your failure to honor the terms of the engagement letter, your failure to pay amounts billed in a timely manner, your failure to furnish deposits for fees and costs or to otherwise provide a requested advance for fees and costs, or any fact or circumstance that would, in our view, impair an effective attorney-client relationship or would render our continuing representation unlawful, unethical or unreasonably burdensome. If we elect to do so, you must take all steps necessary to free us of any obligation to perform further, including the execution of any documents (including forms for substitution of counsel) necessary to complete our withdrawal, and we will be entitled to be paid for all services rendered and disbursements and other charges made or incurred on your behalf prior to the date of withdrawal.

6. Record Retention

At the conclusion of a matter we often undertake to review the file and discard extra copies of documents and send the balance of the file on that matter to an offsite facility for storage at our expense, unless a client requests us to deliver the files to it. To minimize the file storage expense, we reserve the right, subject to your contrary direction, to retain files for only five years and to destroy all older files to the extent practicable; provided that estate planning files and trademark and patent files are retained, and we use our reasonable efforts to review old files and retain original

legal instruments such as notes, leases, mortgages, deeds, stock certificates, marital equitable distribution agreements and other items of obvious value. If you wish to handle the disposition of files in a different manner, please let us know. Otherwise, we will proceed as set forth above.

7. Litigation Hold/Preservation of Documents.

If this engagement involves our representation of you in connection with litigation or an investigation by a governmental agency, it is important that we address the need to put in place a timely and effective program for preserving all relevant documents, including especially your

electronic documents and emails. You should immediately suspend any routine document retention policies that may be in effect and consult with us concerning the institution of effective procedures for document preservation. Failure to do so can impair our ability to represent you in this matter and can affect the outcome.

8. Electronic Mail and Other Communications.

In the course of our representation of you, we have a duty to preserve the confidentiality of our communications with you and other information relating to the representation. However, you and we need to recognize that all means of communication are, to some degree, susceptible to misdirection, delay or interception. E-mail and cellular telephone communications present special risks of inadvertent disclosure. However, because of the countervailing speed, efficiency, and convenience of these methods of communication, we have adopted them as part of the normal course of our operations. Unless you instruct us to the contrary, we will assume that you consent to our use of e-mail and cell phone communications in representing you.

9. Insurance.

You agree to determine whether any insurance coverage is or may be available with respect to the subject matter of the engagement and to provide notice to any insurer that may provide coverage. If an insurer pays any portion of our charges, you agree that you will remain responsible for payment of any amounts billed by us but not paid by the insurer, unless we have agreed otherwise in writing.

10. Written Advices Regarding Federal Tax Issues.

Whenever we provide you with written advice concerning the Federal tax treatment of an item of income, gain, loss, deduction or credit, the existence or absence of a taxable transfer of property, or the value of property for Federal tax purposes, we are subject to stringent requirements imposed by the United States Treasury Department on all tax practitioners, including attorneys. These rules cover much more than formal legal opinions and may apply to any writing relating to any Internal Revenue Code matter, including communications via e-mail and fax. *If we fail to comply with these rules, we may (under certain circumstances) be suspended or disbarred from practice before the Internal Revenue Service, be publicly censured or fined (to the extent that the Secretary of Treasury promulgates regulations requiring any such fines or penalties).*

Coversheet

Consent - Education Student/Services

Section: XI. Consent
Item: B. Consent - Education Student/Services
Purpose:
Submitted by:
Related Material: Acknowledgement of Responsibilities 24-25.pdf
Master Agreement for 2024-2025.pdf
Possip Invoice.pdf
Possip Proposal (1).pdf
EACS 2024-25 Handbook Revisions.pdf
EACS Handbook-24_25.pdf
Excel Academy Charter School Sped Handbook.pdf

BACKGROUND:

Item: 2024/25 Personalized Path & Virtual Path Master Agreement

Background: The Master Agreement (MA) is a document each student, guardian(s) and teacher will sign upon enrollment to Excel Academy Charter School. The MA will outline the students course list, frequency and location of meetings, assignment and course delivery and appropriate forms of communication and assessments.

Item: 2024/25 Personalized Path & Virtual Path Acknowledgment of Responsibilities

Background: The Assignment of Responsibilities (AOR) is a required school document that accompanies the Master Agreement signed upon enrollment. It outlines specific responsibilities and expectations in regards to academic achievement, assessment and appropriate behavior for the Teacher of Record, student and guardian(s).

Item: Approval of 2024/25 EACS Handbook

Background: The EACS Handbook provides students, families, and staff policies and procedures to ensure understanding of their roles and responsibilities within the charter school. The handbook is reviewed and updated annually to reflect updates in legislation, ed code and internal procedures.

Item: Approval of 2024/25 Special Education Handbook

Background: The EACS Special Education Handbook provides students, families, and staff detailed information to ensure understanding of policies, procedures, and frequently asked questions pertaining to students receiving support under an Individualized Education Plan ("IEP") within the independent study, non-classroom based charter school environment.

Item: Possip Proposal

Background: Possip is an organization that helps schools by developing routine, multi-lingual SMS Pulse Check™ surveys – designed with nothing for participants to download, no logins to remember, and the ability to give open-ended responses. Possip takes all of this data and build quick, and actionable, reports for leaders to gain a perspective from their frontlines. Possip is focused on helping organizations hear from their employees, program participants, community stakeholders and more.



Excel Academy Charter School Acknowledgement of Responsibilities

Student: Student, John

Contract Term: Full Year

Student Number:

Beginning Date: 09/01/2022

Address: 123 First Street

End Date: 06/09/2023

Location: Vista, CA 92081

Year: 2023 - 2024

1st Phone Number:

2nd Phone Number:

DOB: 01/01/2001

Grade Level: 11

Program Placement:

General Education School for Classroom Option: Generic Unified

I, the student, agree to:

- The terms as outlined in the Master Agreement.
- Complete coursework as outlined in the Master Agreement and as assigned by the credentialed teacher.
- Participate in a full academic school day, with the following average hours as guidelines: TK-K 4-hours/day, Grades 1st -8th 5-hours/day, Grades 9th-12th 6-hours/day.
- Attend all required meetings as scheduled and on-time.
- When in a virtual setting I agree to have my camera on and show my face.
- Come prepared to each Learning Period (LP) meeting with the body of work assigned by your ToR. The work should be complete and legible, with clear feedback/grades provided
- Stay on pace to complete my assignments each week. Should I need additional support, I will request it from my ToR.
- Students registered in ETL courses or the Virtual Pathway agree to:
 - Arrive promptly and come prepared each school day to submit or complete assignments as directed by the classroom teacher. Submitted work should always be complete and legible.
 - Attend all scheduled classes, conferences and meetings, actively participating and engaging with participants.
- Complete intervention assignments as required (WIN, ELD, etc). Failure to complete intervention assignments for a period of five school days or more may result in a PIN.
- Regularly attend required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend intervention classes for a period of five school days or more may result in a PIN.
- I understand that failure to complete intervention requirements for a period of five school days or more may result in a PIN.
- Complete all required assessments, including the following: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, Physical Fitness Testing (PFT), Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.

- ConduExcel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday March 14, 2024 at 12:10 PMs, including virtual forums. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Use school-issued technology for school-related learning and assignments only, treating it with care and respect.
- If my behavior does not comply with school expectations I may receive a Behavior Improvement Plan (BIP). Three or more unexcused absences will result in a Progress Improvement Notification (PIN).

** Failure to complete mandated school-wide assessments may result in Progress Improvement Notifications (PINS) being issued. Please see the Parent Handbook for a description of the Progress Improvement Notification (PIN) process.*

I, the parent/guardian agree to:

- Prompt, timely, and effective communication with staff within 48 hours, excluding weekends and school holidays.
- Provide necessary documentation or information to the school in order to record attendance in compliance with applicable law.
- Provide the school with all required documentation for continued enrollment, such as proof of residency.
- Provide Excel Academy with in-progress grades if my student enrolls 20 days or more after the start of the semester and understand that in-progress grades will be combined with grades earned at the previous school to award the final semester grade.
Request support from my student's assigned ToR or teacher when needed.
- Provide Excel Academy with a copy of either an unofficial or official transcript.
- Provide transportation to my student's scheduled meetings and school assessments.
- Monitor my student's behavior in all school-related classes or activities.
- Ensure my student complete mandated school-wide assessments such as: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, PFT, Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.
- Support my student in the completion of intervention assignments as required (WIN, ELD, etc). Failure to complete intervention assignments for a period of five school days or more may result in a PIN.
- Ensure regular student attendance in required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend intervention classes for a period of five school days or more may result in a PIN.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Use instructional funds for approved requests for VCI courses/classes for participation only on instructional days during the current school year.
- Return all school-issued materials upon disenrollment, involuntary withdrawal, or the designated due date. All school purchased materials will be returned to Excel Academy. All materials are the property of Excel Academy and are on loan to the student while enrolled.

Personalized Path:

- Be responsible for the daily teaching, monitoring, verification, and assessment of all

- Be responsible for the adequate academic progress of my student as determined by the ToR. If a tutor is needed, the tutor's instruction does not supersede my responsibility for the day-to-day instruction and progress monitoring of my student.
- Attend Learning Period (LP) meetings at a mutually agreed upon location. If a make-up meeting is scheduled by the parent/guardian, it needs to take place within 5 school days of the original meeting. If this does not occur, a PIN may be issued. Parents/guardians that reschedule more than twice per calendar year may be subject to a Progress Improvement Notification (PIN).
- Provide the body of work for each subject/course assigned according to the pacing guide and all necessary paperwork.
- Ensure the student's coursework aligns with grade-level standards, If the ToR finds that the student's course of study is missing key content standards and provides additional assignments/curriculum, the parent is responsible to ensure that content is covered.
- Upon request, provide work samples every 5 school days to designated staff.
- High school students or students taking high school-level coursework must actively attempt and complete a minimum of at least 25-30 credits per semester in order to maintain earning sufficient credits toward graduation (20-25 credits at Excel Academy if the student is participating in concurrent enrollment).
- Junior high students must receive prior approval to enroll in a high school math and/or world language course for high school credit. Credits do not count toward the required credits for graduation.

Virtual Path or ETL Classes

- Provide the needed support for my student to access online learning and actively participate in class. (Ensure students can login to class and curriculum platforms, as well as access needed classroom materials and checklists.)
- Ensure my student has the camera on and their face is in view.
- Ensure my student completes and uploads all assigned work by the due date set by the classroom teacher.
- Any communication in the chat will be on topic, follow school policies, and be appropriate for the school setting.
- Read all school emails, responding to my student's teacher promptly.
- Oversee my student during school hours, ensuring my student is actively engaged during class time and completing all necessary assignments each school day.
- Provide a quiet atmosphere free from distractions such as televisions, cell phones, and gaming devices. Redirect student attention to the class when necessary.

Attend all required school meetings with the student, on time and as scheduled. If any school meeting is held virtually, I agree to show my face and my student's face on camera during the meeting.

- Notifying school personnel at least 24 hours prior if cancellation or change is necessary.
- Failure to do so for a period of 5 school days or more, will result in a Progress Improvement Notification (PIN).

The charter school has an obligation to provide a Free Appropriate Public Education (FAPE) to every student with an Individualized Education Program (IEP). If my student has an IEP and does not access the special education and related services as outlined in the IEP, the charter school will contact me to discuss

the matter [Excel Academy \(CA\) - Regular Meeting of the Board of Directors - Agenda - Thursday March 14, 2024 at 12:10 PM](#) the reasons for missed or canceled sessions as they relate to the student's unique needs. Parent participation is expected to address the student's access to necessary support and services.

** Teacher of Record responsibilities are outlined in the Student/Parent Handbook*

We, the undersigned, read, understand, and agree to comply with all agreements and policies located in the EACS Handbook.

We, the undersigned, read, understand, and voluntarily agree to the terms and conditions of this Independent Study Acknowledgement of Responsibilities Agreement. Our signatures below indicate that we understand and accept our responsibilities in relation to this document.

_____ Date _____

Student Signature

_____ Date _____

Parent/Guardian/Caregiver Signature

_____ Date _____

Teacher of Record Signature



Excel Academy Charter School Master Agreement for Independent Study - Personalized Path

Student: Student, John
Student Number:
Address: 123 First Street
Location: Los Angeles, CA 92088 **1st Phone Number:**
DOB: 01/05/2009
Program Placement: General Education

Contract Term: Full Year
Beginning Date: 08/22/2024
End Date: 05/30/2025
Year: 2024-2025
2nd Phone Number:
Grade Level: 10
School for Classroom Option: Los Angeles Unified

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established school’s governing board and are consistent with the schools or state standards as outlined in the schools subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule Category Course Value BT Chemistry w/lab A Physical Science 5 Credits BYU English 10 part 1 English 5 Credits BYU English 10 part 2 English 5 Credits BYU: World History A World History 5 Credits EDG Chemistry w/lab B Physical Science 5 Credits EDG French 2 A World Language/VAPA 5 Credits Geometry A Mathematics 5 Credits Geometry B Mathematics 5 Credits FLV French 2 B World Language/VAPA 5 Credits PE 10 A Physical Education 5 Credits PE 10 A, PE 10 B Physical Education 5 Credits World History B World History 5 Credits Language Arts 36 weeks, Mathematics 36 weeks, Social Studies 36 weeks, Science 36 weeks, Physical Education 36 Weeks

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, and Community Provider Courses.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of progressing through grade level content standards and must include resources that are traditionally available to all public school students. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards

Testing, Learning Journals, Presentations, Quizzes, Labs, and Finals.

Personalized Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group. Time: 8:30am- 4:30 Day: Mon - Fri. Frequency: at minimum once every 20 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Virtual Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group, whole group. Time: 8:30am - 4:30 Day: Mon - Fri. Frequency: daily with a combination of synchronous and asynchronous learning opportunities. Attendance will be collected daily and reported at minimum once every 20 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the Board Policy for grades Tk through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Additional Board Policy:

Specific Resources including materials and personnel that will be made available to all students.

The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will provide all school personnel, a credentialed teacher, textbooks, computers and software, supplementary material, educational activities, and community resources.

Academic and Other Supports: The school shall utilize its Multi-Tiered Systems of Support (“MTSS”) to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English Learners, foster and homeless youth and pupils requiring mental health support. As a public charter school, EACS follows all rules and regulations contained within the Individuals with Disabilities Education Act (IDEA) and the California Education Code. EACS is committed to providing required services and supports per a pupil’s active Individualized Education Program (“IEP”) where applicable. Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education (“FAPE”) in the least restrictive environment (“LRE”). EACS additionally complies with Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to public education for all students with disabilities. The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Missed Assignments and Satisfactory Progress: An evaluation shall be completed to determine whether it is in the best interest of the student to remain in independent study under the following circumstances:

1. In the event that three or more identified assignments are missed in a learning period; and
2. In the event Student’s educational progress falls below satisfactory levels as determined by the Charter School’s *Satisfactory Educational Progress Policy* and procedure which considers ALL of the following indicators:
 - a. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in the Education Code Section 52060(d) paragraphs (4) and (5).
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on

assignments.

- c. Learning required concepts, as determined by the supervising teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Parent/Guardian Progress Communication:

The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 5747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
4. An Early Intervention/Re-Engagement letter will be sent via email or hard copy to parents, guardians or caregivers who are making unsatisfactory educational progress.
5. A preventative meeting will be scheduled to offer resources, including connection with health and social services as needed.
6. An Attendance Intervention Meeting (AIM) will be held once a student receives a second Progress Improvement Notification (PIN) to determine if it is in the best interest of the student to remain in independent study. The meeting shall include a review of the pupil's written master agreement, and reconsideration of the independent study program's impact on the pupil's achievement and well-being. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.
7. If the student continues to make unsatisfactory educational progress, then a third Progress Improvement Notification (PIN) will be given and an internal evaluation will be conducted to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined in Board Policy 6115 on Attendance, Progress Notification (PIN) and Involuntary Withdrawal.

Tiered Reengagement Strategies

The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will provide all school personnel, a credentialed teacher, textbooks, computers and software, supplementary material, educational activities, and community resources. Academic and Other Supports: The school shall utilize its Multi-Tiered Systems of Support (MTSS) to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, foster and homeless youth, and pupils requiring mental health support. As a public charter school, EACS follows all rules and regulations contained within the Individuals with Disabilities Education Act (IDEA) and the California Education Code. EACS is committed to providing required services and supports per a pupil's active Individualized Education Program (IEP) where applicable. Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). EACS additionally complies with Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to public education for all students with disabilities. The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices

adequate to participate in the educational program and complete assigned work. Missed Assignments and Satisfactory Progress: An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances: In the event that three or more identified assignments are missed in a learning period; and In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Satisfactory Educational Progress Policy and procedure which considers ALL of the following indicators: The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in the Education Code Section 52060(d) paragraphs (4) and (5). The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments. Learning required concepts, as determined by the supervising teacher. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school

No show Withdrawal: If a student fails to communicate with the school within the first three school days of enrollment a letter will be sent to initiate a no show withdrawal.

Additional Courses: May be added to this agreement as needed by completion of an addendum and is signed and dated by the teacher and the student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature Date

Parent/Guardian/Caregiver Signature Date Supervising Teacher Signature Date

OtherSignatureDate OtherSignatureDate

Possip

615 Main St
 Nashville, TN 37206 US
 +1 5135022685
 vendor@possip.com
 possip.com



BILL TO

Excel Academy Charter
 Schools
 1 Technology Dr.
 Building I-811
 Irvine, CA 92618 US

1629
 DATE 02/23/2024
 DUE DATE 03/24/2024
 TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
2024-2025 Family Pulse Check Surveys Pulse check - 360 surveys and reports for families monthly for June 2024 - December 2024 (up to 7)	1	7,980.00	7,980.00
2024-2025 Staff Pulse Check Surveys Pulse check - Explore surveys and reports for staff monthly for June 2024 - December 2024 (up to 7)	1	1,000.00	1,000.00

PO No. 268459975
 Vendor No. 6332

BALANCE DUE

\$8,980.00



CA: Excel Academy Charter School

Quote created: February 9, 2024 Reference: 20240209-180719178

EXCEL ACADEMY CHARTER (DISTRICT)

1 TECHNOLOGY DR STE 1811
IRVINE, CA 92618
United States

Lauren Hansen

lhansen@excelacademy.education
949-774-0243

Comments

Possip can initiate service upon a completed purchase order.

Family Pulse Checks - 360

Staff Pulse Checks - Explore

- Sent between June 2024 — Dec 2024
- Up to 1900 Students and Up to 200 Employees
- Monthly up to 7 Pulse Checks

Natalie Sessoms - "Sales & Partnerships", Possip



Products & Services

Family Pulse Checks™ – 360

1 x \$7,980.00

Pulse Checks™ delivered to families of enrolled students by email and/or SMS text messaging with two-way language translation in over 100 languages.

Each Pulse Check™ Includes:

- Pulse Check™ Report delivered to the school monitoring actionable feedback from families, with language translation and human-curated recommendations and follow-up
- Customizable Bonus Question™ (limit: 350 characters) and summarized results
- 360 Communication Script customized to help school administrators easily communicate Pulse Check™ Report results back out to families

Ongoing Support:

- Access to a Customer Account Manager from Possip
- Semiannual Summary of school results for communication with key stakeholders
- Pre-written multilingual marketing materials for onboarding families
- 24/7 on-demand Help Center with video training and best practices
- Regular invitations to Possip Community Events
- National family feedback trend blog updates

Upon Request and As Needed:

- Receive training on Possip for principal and staff implementing Possip
 - Clean and import a new contact list quarterly
 - One-off contact updates
-

Staff Pulse Checks™ – Explore

1 x \$1,000.00

Pulse Checks™ delivered to staff by email and/or SMS text messaging with two-way language translation in over 100 languages.

Each Pulse Check™ Includes:

- Pulse Check™ Report delivered to the school monitoring actionable feedback from staff with language translation and human-curated recommendations and follow-up
- Customizable Bonus Question™ (limit: 350 characters) and summarized results

Ongoing Support:

- Access to a Customer Account Manager from Possip
- Pre-written multilingual marketing materials for onboarding staff
- 24/7 on-demand Help Center with video training and best practices
- Regular invitations to Possip Community Events

Upon Request and As Needed:

- Receive training on Possip for principal and staff implementing Possip
- Clean and import a new contact list quarterly
- One-off contact updates

One-time subtotal \$8,980.00

Total \$8,980.00

This quote expires on March 10, 2024

Purchase terms

Payment due 30 days from invoice.

Questions? Contact me



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Possip

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Nashville TN 37206

US

EACS MARCH 2024 - HANDBOOK REVISIONS

Recommended for board approval to align with new provisions and update language for clarity

<i>Section</i>	<i>Item</i>
Overall	<ul style="list-style-type: none"> ● Changed all references from 2023-24 to 2024-25 ● Changed any references of “primary” to “elementary” ● Changed all references of “middle school” to “junior high”
<u>Section:</u> Enrollment	<p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Updated Grade Placement Chart

<p><u>Section:</u> Acceleration & Retention: Policies & Processes</p>	<p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Updated retention & acceleration requests to go to either Principal, not solely the Elementary Principal
<p><u>Section:</u> Methods of Operation & Glossary of Terms</p>	<p><i>Added:</i></p> <ul style="list-style-type: none"> ● Added Eagle’s Nest to list of General Terms <p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Removed “Eagle Engagement”

<p><u>Sub-Section:</u> Student Services Department Terms</p> <p><u>Sub-Section:</u> Methods of Operation</p>	<p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Changed Consumable & Non-consumable Items price that can and cannot be reused from \$30 to \$50 <p><i>Added:</i></p> <ul style="list-style-type: none"> ● Added verbiage regarding service providers as eligible members to grade student work ● Added verbiage to suggest that Formative Assessments may be requested at Learning Period meetings. ● Added note that grades are discussed during LP meetings ● Added disclaimer about final grades for high school students will be at the discretion of the course teacher and are considered final ● Added Acknowledgement of Responsibilities to list of documents that contain responsibilities that families must adhere to ● Added “forms of AI usage” as a violation/form of academic dishonesty ● Added new procedure for Plagiarism violations ● Added a description of the Eagle’s Nest weekly update and the communications it provides ● Added section regarding school-issued chromebooks to the Virtual Path Expectations sub-section ● Added sentence regarding worksheets and printables for the Virtual Path classes ● Added “Optional Opportunities for 7-8 Courses” sub-section ● Added more information regarding the Curriculum Handbooks available to families ● Added reference to NCAA pathway <p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Cleaned up description of Learning Period meetings and removed the PIN process, as that protocol is described in its own section ● Revised the verbiage surrounding communication and teamwork in the Virtual Path to be more explicit about parent/guardian interaction and engagement ● Removed unnecessary description regarding Virtual Path curriculum access ● Revised P.E. logging requirements to remove outside assignments that reflect P.E. took place so that completing a P.E. log is the one requirement
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<p><u>Section:</u> High School</p>	<p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Dates for Adding/Changing/Dropping Courses ● Added Ethnic Studies to Graduation Requirements ● Changed Elective Credit requirements from 80 to 75 credits ● Clarified that Junior high students will not receive high school credit on transcripts for junior high level language courses <p><i>Added:</i></p> <ul style="list-style-type: none"> ● National Junior Honor Society sub-section ● Added student requirements for Advanced Course Designation ● Clarified that “Junior high students do not receive a GPA bump for honors courses” ● Clarified maximum honors courses that can be taken to receive a GPA bump ● Added “Excel Academy is not an AP exam testing site” and gave language to direct students and parents for making AP exam test arrangements ● Added ToR pacing information to Additional Advanced Course options ● Added requirement to Concurrent Enrollment Policy that “students must be enrolled at Excel Academy at least one full semester prior to receiving approval to enroll in a concurrent enrollment course.” ● Clarified that the family must pay for college textbooks and classes/materials if enrolled in a college course ● Included note that official transcripts need to be requested from colleges at least once a year to ensure they remain up to date ● Added disclaimer to College Entrance Exam Info that many California universities are test optional ● Added NCAA section & requirements ● Added procedure in the event that a parent disagrees with the student’s final grade
<p><u>Sub-Section:</u> State Seal of Biliteracy</p>	<p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Revised GPA eligibility for receiving the State Seal of Biliteracy from 2.0 to 3.0 ● Removed the proficiency requirement “Score of 600 or higher on the Scholastic Assessment Test II world language examination.” ● Included further sub-points of oral proficiency requirement regarding completing world language courses at a public higher education level

1

<p><u>Section:</u> Instructional Funds and CCPs</p>	<p><i>Revised:</i></p> <ul style="list-style-type: none"> ● Updated Ordering Guidelines ● Updated Parent Purchase Order Training ● Updated Technology Agreement ● Updated Instructional Fund Amounts ● Updated IF disbursement allotments ● Updated “Disallowed Items” list to remove “toner cartridge” ● Updated Ordering Deadlines
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<p><u>Section:</u> Intervention</p>	<p><i>Revise:</i></p> <ul style="list-style-type: none"> ● Renamed “WIN Program” to “WIN Interventions” ● Removed the “required attendance” language from the intervention classes ● Changed “WIN Classes” to “WIN Assignments” ● Cleaned up language for each WIN sub-section <p><i>Added:</i></p> <ul style="list-style-type: none"> ● Added a description of 504 plans
<p><u>Section:</u> Special Education</p>	<p><i>Revise:</i></p> <ul style="list-style-type: none"> ● Adjusted Certificate of Completion credit requirements for Employment, Education, and Life Skills from 30 to 25

2

<p><u>Section:</u> Assessments</p>	<p><i>Added::</i></p> <ul style="list-style-type: none"> ● 6th-12th Grade Report Cards sub-section moved to the Grading Scales sub-section from the Grades & GPA sub-section <p><i>Revised:</i></p>
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	<ul style="list-style-type: none"> Removed specific dates from testing windows
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<p><u>Section:</u> Clubs, Programs & Parent Opportunities</p>	<p><i>Added:</i></p> <ul style="list-style-type: none"> GATE (Gifted & Talented Program) sub-section added <p><i>Revised:</i></p> <ul style="list-style-type: none"> Added further description to the eSports club Revised Student Council terminology as it is now a class, not a program Revised to include grades 7-8 in Student Council
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<p><u>Section:</u> Acknowledgement of Responsibilities</p>	<p><i>Revise:</i></p> <ul style="list-style-type: none"> Updated Board approved 24/25 AOR
<p><u>Section:</u> Outline of Violations that May Result in Involuntary</p>	<p><i>Revised:</i></p> <ul style="list-style-type: none"> Updated to reflect Board approved policies 6116 and 6065
<p><u>Section:</u> Student Mental Health</p> <p><u>Section:</u> Title I & Title III</p>	<p><i>Revised:</i></p> <ul style="list-style-type: none"> Removed the Panorama company for issuing surveys Updated Counselor contact information for specific grade level bands Removed the Psychologist team Added CalHope to the mental health supports lists <p><i>Revised:</i></p> <ul style="list-style-type: none"> Updated the list of SSC participants Updated School-Parent Compact link

	<ul style="list-style-type: none">● Updated Parents Right to Know Letter link● Updated Parent and Family Engagement Policy
<u>Section:</u> School Calendar	<i>Revised:</i> <ul style="list-style-type: none">● Updated school calendar to the 2024/25 School Year● Revised disclaimer at the bottom of the handbook to denote that the handbook can be translated into any language and provided upon request.



Excel Academy Charter School Handbook

2024-2025

Dear Parents and Students,

Thank you for choosing Excel Academy Charter School, a proud recipient of the prestigious California Distinguished School award. On behalf of the administration, teachers and support staff we want to welcome you to the 2024-2025 school year! We are honored to support you on your personal educational journey. As your Executive Director, I am humbled to serve you alongside an incredible team of dedicated educators and staff ready to collaborate as you begin the 2024-2025 school year! We recognize the sacrifice and dedication families make when committing to our school model which is why we strive to help create balance and parent choice in a personalized learning environment. Excel Academy is led by a collaborative team made up of innovative educators on the forefront of educational change.

Our school goals support our mission and vision providing a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

We hope you will find this handbook helpful and use it as a tool to clarify procedures and expectations. Please never hesitate to reach out to your teacher of record or administration with any questions or concerns.

Excel Eagles~Let's continue to SOAR!

Sincerely,

A handwritten signature in black ink that reads 'Heidi Gasca'.

Executive Director

To view the Excel Academy Charter School handbook on our website, please [click here](#)

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Who We Are

Excel Academy is a tuition free, public charter school offering a personalized learning environment, offering three paths, for independent study and distance learning students in grades TK-12. Our unique educational program allows parents to select from a wide variety of educational resources and materials from approved content and community providers using instructional funds provided by the charter school. Our Virtual Path option allows students to learn directly from an Excel Academy Teacher in a distance learning model. Using these educational resources, families have the freedom to build a customized learning experience for their children, benefiting from flexibility of choice and the partnership of a highly qualified California-credentialed teacher.

Mission Statement

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.



What we are all about: Our Vision

C

Compassion, Creativity ,
Collaboration, Challenge, &
Confidence.

H

Helpful, Hands-On , Humility,
& Happiness.

O

Optimism, Options,
Opportunities, Ownership, &
Others

I

Independence,
Individualization,
Inspiration, & Investigation

C

Child-focused , Curiosity,
Critical Thinking,
Consideration, & Community

E

Education, Equity,
Enjoyment. Exploration &
Empowerment

Schoolwide Learning Outcomes

Schoolwide Learning Outcomes (SLOs) are statements about what all students should know, understand, and be able to do by the time they graduate. To meet the demands of the 21st century, Excel Academy graduates will be:

Self-Directed, Critical Thinkers who

1. Produce quality work through multiple modalities
2. Organize and manage time efficiently
3. Demonstrate competency in active listening, reading, speaking and writing
4. Devise solutions in academic and real-world situations using higher-order thinking skills
5. Exhibit in-depth knowledge across disciplines
6. Reflect on and analyze learning experiences

Resourceful, Lifelong Learners who

1. Communicate effectively
2. Utilize personalization and a growth mindset to pursue individual passions and interests
3. Solve problems independently and collaboratively
4. Create and pursue personal, academic, and professional goals
5. Express ideas and information confidently and creatively
6. Employ technology to complement their knowledge

Respectful, Responsible Citizens who

1. Demonstrate college and career readiness upon high school graduation
2. Possess personal integrity and take responsibility for decisions and actions
3. Model respect for diverse cultures
4. Contribute as leaders within their community
5. Display a commitment to service
6. Develop a sense of personal accountability and dedication

Charter Authorization

Excel Academy Charter School is chartered by Warner Unified School District for the Orange, Riverside, and San Diego Counties, and Helendale School District for the Los Angeles and San Bernardino Counties: [Counties Served](#)

The strong connections and communication amongst the [authorizers](#) and the community foster a strong foundation for which our school is built.

WASC Accreditation

Excel Academy Charter Schools are accredited by the *Accrediting Commission for Schools, Western Association of Schools and Colleges*.

The *Western Association of Schools and Colleges (WASC)* is one of six regional associations, which accredit public and private schools, colleges, and universities in the United States. Accreditation certifies to other educational institutions and to the general public that an institution meets established criteria or standards and is achieving its own stated objectives. This means that all diploma or degree programs and educational activities offered by the institution are covered by the institution's accreditation.

What does Accreditation mean?

Accreditation certifies to other educational institutions and to the general public that an institution meets established criteria or standards and is achieving its own stated objectives. WASC and the other five regional associations in the United States grant "institutional accreditation" after a comprehensive self-study followed by an on-site evaluation of the programs and services of the total institution. This means that all diploma or degree programs and educational activities offered by the institution are covered by the institution's accreditation. The evaluation determines whether or not the institution qualifies for regional recognition. More importantly, periodic self-study and review promote improvement in educational quality and institutional effectiveness.

Why Consider Accreditation?

Having WASC accreditation has many benefits. When a school participates in WASC, it:

- Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program. In other words, it is a trustworthy institution for student learning
- Validates the integrity of the school's program and transcripts
- Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide
- Provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue
- Builds a professional culture to support the schoolwide action plan
- Fosters the continuous improvement of the school's programs and operations to support student learning
- Provides valuable insight from fellow educators visiting the school
- Benefits schools that choose joint accreditation or other collaborative processes

To remain accredited, a school must report annually on the progress of its submitted improvement plan as well as its ability to continue to meet accreditation standards. Once every five years, the school will need to engage in a thorough self-study process and will host a visiting accreditation team during the sixth year in the cycle. For more information, go to <http://www.acswasc.org/>.

Contacts

Parent Support

Parent support is available Monday through Friday from 8 A.M.–4:30 P.M. Please see the school directory below for department emails and contact numbers.

Contact Information

Our office is located at:
1 Technology Drive, Ste I-811
Irvine, CA 92618

Office Phone Number: (949) 387-7822

If you wish to reach a specific department by email, please use one of the following:

Admissions - admissions@excelacademy.education

Registrar - registrar@excelacademy.education

Student Services - studentservices@excelacademy.education

Intervention - tmurphy@excelacademy.education

Counseling - lallenjefferson@excelacademy.education & dfavela@excelacademy.education

Testing & Assessments - jcraig@excelacademy.education

Once enrolled, you will be provided with the contact information of your ToR Teacher of Record (ToR). If you are attempting to reach a member of our administrative staff, please call our Parent Support line and ask for the person with whom you wish to speak. We will be happy to connect you.

Special Education:

If your student has a current IEP, please contact their assigned Case Manager (“CM”) for support. You will receive contact information for your student’s CM prior to the first day of school.

If you have general questions about the Special Education Referral Process, please contact:

Intervention Coordinator - Tamara Murphy

PH: 951-290-2949

Or

School Psychologist - Noell Scott

PH: 949-382-1198

Enrollment

Recruitment and admissions policies, procedures, and activities are in compliance with state and federal law and are outlined in the individual charter petitions for each school. Students will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, all parents must agree to and sign the Master Agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement, Acknowledgement of Responsibilities (AoR), and Independent Study Policy. Enrollment space will be based on need in the community and availability of qualified, credentialed teachers to serve as the ToR.

Excel Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

The application process begins on the Excel Academy website, where the parent or guardian will create a RegOnline account and will complete all steps of the application. The enrollment team will verify your application once **all documents have been uploaded and all electronic documents have been signed**. Our enrollment department will send you an acceptance letter once your application has completed and verified. Upon receiving that letter, families are encouraged to attend one of the All About Excel webinars or watch the recording. Once the family has decided what academic path they'd like their student to be on for the school year, they will email Admissions indicating their path preference.

Enrollment Documents Required

- Proof of Residency
- Birth Certificate
- Immunization Records
- Transcripts (high school only)
- Progress Report*

- Oral Health Report Form or waiver (TK, KN and 1st Grade only)
- Health Exam Form/Waiver (TK, KN and 1st Grade only)

**Please note: If a secondary student enrolls after 10 school days of start date, a progress report will be required.*

Private School Affidavit (PSA)

Students enrolling from a private homeschool setting will be required to submit all documents listed above. Additionally, placement tests will be required and administered by the Teacher of Record (ToR) for enrollment in certain secondary school courses.

Privately home-schooled students in 9th-12th grade enrolling in Excel Academy for semester two, please use the following: [PSA Transcript Summary](#).

Junior High students: Use the [PSA Transcript Summary](#) form for any math course (Algebra 1 or higher math) or world language course taken for high school credit.

Regardless of the number of transfer credits awarded, the student must successfully complete the required number of courses at Excel Academy in order to earn a high school diploma. (see [Graduation Track Options](#))

Grade-Level Assignment

At Excel Academy, students are enrolled in the grade that most closely corresponds to their age, in accordance with California State Law. Please see link below for Excel Academy's Grade Placement Chart: [Excel Grade Placement Chart 2024/2025](#)

Transitional Kindergarten (TK) Policy

TK is an option for the following students:

- Students who turn 5 between September 2-June 2
- Optional TK for Kinder Eligible Students
 - Students who turn 5 between June 1st-September 1st;
 - In this case, a Kindergarten Continuance Form must be signed, verifying that the parent/guardian agrees to have his/her child continue in kindergarten for one additional year.
 - Students may not be promoted from TK to 1st grade.

Kindergarten Placement

Students must turn 5 on or before September 1.

High School Grade-Level Placement

High school students are assigned a grade level based on the year of entry into 9th grade. Regardless of credit deficiency, students will be promoted to the next grade and given an opportunity to remediate credits in hopes that the student will graduate with his or her cohort.

In the event that a student does not graduate with their cohort, Excel Academy will provide the student an opportunity to continue their education, provided they are making adequate progress towards a diploma.

Adult Student Enrollment

Effective July 1, 2004 California State Law prohibits the enrollment of any student age 19 years or older who has not been continuously enrolled since their 18th birthday and making regular progress towards a high school diploma.

Dual Enrollment Policy – Public and Private Schools

In accordance with California Education Code Section 47602(b) and Title 5, California Code of Regulations Section 11965(a), no student may be enrolled in Excel Academy and simultaneously be enrolled in another public or private school. Private schools function outside the jurisdiction of the California Department of Education (CDE) and most state education regulations.

Acceleration & Retention: Policies & Processes

Acceleration

Students at Excel Academy will be promoted to the next grade level each year. Our general philosophy is that because Excel Academy offers personalized learning, acceleration is rarely necessary. For those rare exceptions, it must be agreed upon in writing, by both the parent and school administration, in order to skip a grade. Acceleration will only be considered prior to the beginning of the school year. Decisions regarding acceleration will be made on a case-by-case basis by the Acceleration Team. Typically, this is reserved for high school students who would like to graduate early. Students may graduate early, only if they have met all of the criteria for graduation, including credit requirements.

*In order to ensure sufficient time to observe the student in our academic setting, requests for grade acceleration will not be considered prior to enrollment with Excel Academy Charter School.

Acceleration Requests

1. Parents will send a letter to the Principal stating reasons why they are requesting acceleration.
 - a. Parents will provide any additional relevant information (i.e. report cards, transcripts, or assessment results received outside of EACS)
2. The Acceleration Team reviews information to determine if an acceleration meeting is warranted or if a decision can be made based on the letter.
 - a. If a meeting is warranted, it will be scheduled with the Parent and Acceleration Team.
3. A decision is made by the Acceleration Team and a decision letter is sent to the parent via email.

Retention

Students at Excel Academy will be promoted to the next grade level each year. Our general philosophy is that because Excel offers personalized learning, retention is rarely necessary. For those rare exceptions, it must be agreed upon in writing, by both the parent and school administration, in order to repeat a grade. Retention will only be considered prior to the beginning of the school year. Decisions regarding retention will be made on a case-by-case basis by the Retention Team. Students may not be retained more than once. Students will only repeat a grade in the case that there is substantial evidence the student lacks academic and/or emotional maturity.

*In order to ensure sufficient time to observe the student in our academic setting, requests for grade retention will not be considered prior to enrollment with Excel Academy Charter School.

Retention Requests

1. Parents will send a letter to the Principal stating reasons why they are requesting grade retention.
 - a. Parents will provide any additional relevant information (i.e. report cards, transcripts, or assessment results received outside of EACS)
2. The Retention Team reviews information to determine if a retention meeting is warranted or if a decision can be made based on the letter.
 - a. If a meeting is warranted, it will be scheduled with the Parent and Retention Team.

3. A decision is made by the Retention Team and a decision letter is sent to the parent via email.

8th Grade Retention & Promotion

State law requires schools to have promotion and retention criteria for students who are in their last year of junior high (*EC* Section 48070.5[a][5]). Therefore, Excel Academy will identify students who are at-risk of being retained in 8th grade (*EC* Section 48070.5[b]). Excel Academy will use i-Ready scores as its main source of data. Based on those results, additional assessments may be administered, to determine an 8th grader's readiness for high school.

Steps Excel Academy will take if a student is found to be at-risk for 8th grade retention:

- Parents will be notified in the fall of 8th grade, or once the i-Ready assessment is complete for mid-year enrollees.
- The student will participate in additional progress monitoring & individualized academic intervention throughout their 8th grade year.
- The spring i-Ready assessment will be used as a main source of data for final 8th grade retention or promotion recommendations.
- For those students who continue to be at-risk for retention in the spring of 8th grade, Retention Review meetings may be held with the parent and Excel Academy administration. Excel Academy will make the final determination based on data collected.

Student with an Expulsion History

For students who seek admission at Excel Academy with expulsion history, please refer to the expulsion policies for our authorizing districts (Helendale Elementary and Warner Unified School District). A panel will meet to determine whether the pupil does not pose a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the governing board following the meeting regarding his or her determination.

Master Agreement

The Master Agreement is a binding agreement between Excel Academy, the student, the parent/guardian, the supervising ToR, and other team members responsible for the student's educational progress. The agreement documents assigned courses as well as the time, manner, and frequency of the student's meetings with the faculty. In addition, the Master Agreement addresses specific resources including materials and personnel that will be made available to all

students, academic and other supports, missed assignments, satisfactory progress and required parent communication to address pupils not generating attendance. Each agreement can be signed prior or up to the first day of the student's attendance start date.

Methods of Operation and Glossary of Terms

Learning Options

Excel Academy Charter School strives to meet the educational needs of the whole child. Our Academic Paths allow families to choose the model of education that best works for the needs of the student and parent. Our Academic Path options include:

- Personalized Elementary
- Personalized Secondary
- Virtual Path

Personalized Elementary (TK-6)

In this path, students are educated through flex-based instruction, where the parent/guardian is the primary instructor, and the Excel Teacher of Record (ToR) oversees the student's education. Parents are able to choose from a selection of standards-aligned curriculum options based on the specific needs of their student (Curriculum can include textbook and online options). Each student's curriculum is paced out by the ToR for the school year, with clear expectations for what the student is to complete each learning period. The ToR, parent/guardian and student will meet together to review the student's body of work and academic progress at the end of each Learning Period (LP). TK-6th grade students meet with their ToR each LP on an alternating schedule (in-person and virtually)

Personalized Secondary (7-12)

In this path, students are educated through flex-based instruction, where the parent/guardian is the primary instructor, and the Excel Teacher of Record (ToR) oversees the student's education. Parents are able to choose from a selection of standards-aligned curriculum options based on the specific needs of their student. Curriculum can include textbook and online options. Additionally, Excel Teacher-Led courses provide the option for students to enroll in hybrid courses which consist of an asynchronous, online curriculum which is supported with live, online teaching. Each student's curriculum is paced out by the ToR for the school year, with clear expectations for what the student is to complete each Learning Period (LP). The ToR, parent/guardian, and student will meet together to review the student's body of work and academic progress at the end of each LP. 7th-12th grade students meet with their ToR monthly for their LP meeting. These meetings may be in person or online. Students and families must meet with their ToR once each semester in person, in the fall and in the spring. This in-person

meeting requirement may be met during a Learning Period meeting, a field trip, or a school event.

Virtual Path (1-8)

In this path, students learn in a virtual classroom setting with a group of their peers three days a week, receiving instruction in all core subjects. The other two days of the week, students check-in briefly with their teachers and work independently on their school subjects for the remainder of the day.

- Direct instruction provided by a credentialed Virtual Teacher
- 100% Virtual Learning and Meetings
- Classrooms split by grade level for 1st-6th, and by subject for 7th and 8th
- Regular connection with peers in an online platform
- Quality, standards-aligned curriculum, assigned by the teacher

Note: Fast, reliable internet service is required for the Virtual Path.

General Terms

Acknowledgment of Responsibilities (AoR) - A document that lists the responsibilities of Excel Academy parents/guardians and their students. The AoR is sent via email link, along with the Master Agreement (MA), for parents to sign upon enrollment.

Behavior Improvement Plan (BIP) - A BIP serves as a follow-up to address any areas where your student may need a restorative plan of action and/or support to redirect current behavior.

Daily Attendance Grid Log - Each day a student participates in an educational activity, parents will be asked to go into the parent portal to mark attendance.

Art & Music Enrichment - Weekly engagement “classroom style,” via Zoom, 30 minutes daily by the Virtual Art and Music teachers.

Eagle’s Nest - Weekly updates sent out every Friday afternoon via Beehively for all families regarding opportunities, programs, classes, activities, etc., that are coming up.

ETL (Excel Teacher Led) Courses - Excel Academy’s courses that are offered to students in junior high and high school (or in Eagle Secondary). The courses are virtual in nature and intended to offer students the opportunity to participate in a class setting with a credentialed teacher.

HQT (Highly Qualified Teacher) Content Area Specialist - The HQT Content Area Specialist's ultimate responsibility is to ensure the success of each high school student at Excel Academy. The HQT teacher works closely with the student, parent, and ToR providing single subject expertise in CORE subject areas.

Instructional Funds (IFs) - State funds are allotted to each student. Families may request the purchase of approved educational materials and services through Excel Academy.

Learning Period (LP) - The intervening days between each LP meeting, ranging from (13 - 20) school days.

Master Agreement (MA) - An enrollment agreement between the parent/guardian, school, and ToR which specifies the policies and procedures that must be followed to participate in Excel Academy. An MA signed by all parties, in conjunction with the AoR, is necessary for enrollment in the school.

Progress Improvement Notification (PIN) - A PIN serves as a follow-up to address any areas where your student may need additional support.

Teacher of Record (ToR) - The ToR is a credentialed teacher (single subject or multiple subject) who works with his or her assigned family to identify, support, and implement a personalized learning plan for the student on the Personalized Elementary or Personalized Secondary path.

Virtual Path - An academic pathway option for students in 1st-8th grade. In this path, students learn in an online classroom with a group of their peers three days a week, receiving instruction for all core subjects by their assigned teacher. On the other two days of the week, the student will check in briefly with their teacher and will work independently on their school subjects.

Virtual Teacher - The Virtual Teacher is a single or multiple subject credential-holding teacher who services students in the Virtual Path. They serve as the classroom teacher for students and provide daily, direct instruction to students in an online environment.

Student Services Department Terms

CCP - Content and Community Provider

EMR- Educational Materials

VCI- Educational Services

OPS- Online Purchasing System. The system used at Excel Academy for ordering educational materials and services.

Red Notes- Individual guidelines for placing orders.

Internal Notes- Notes placed on orders after they have been created. Method for admin and ToRs to communicate about a specific order.

Consumable Items- Items that (A) are under \$50 and/or (B) cannot be reused by another student. Examples include: workbooks, pens, paper, pencils, printer ink, etc.

Non-Consumable items- Items that (A) are over \$50 and/or (B) can be reused by another student. Examples include: Textbooks, CD/DVDs, electronics (laptop, iPad, printer).

Purchase Order Status Terms: Purchase order status refers to the stages of a purchase order from first placement by the family through to the payment of the purchase order.

Pre-Pending- Order has been placed by the parent and is *pending review by the ToR*.

Pending- ToR has carefully reviewed the order to ensure that the items or services being ordered correspond to Excel Academy guidelines and selected "Pending," OR the ToR has placed the order on behalf of the parent (*orders placed by ToR are assumed to have been carefully reviewed*).

Approved- Order has been reviewed and approved by the Student Services Department.

Processed- Order has been processed by Student Services (for VCI this is on the 20th of the month prior to services) and sent to the CCP for fulfillment. VCI CCP will now be able to view Purchase orders in their OPS portal and process for payment at the end of the month of service. EMR orders will be sent to the CCP for fulfillment and shipping.

Received Partial (EMR ONLY)- ToR has indicated that some, but not all, of the items on the order have been received.

Received Fully (EMR ONLY)- ToR has indicated that all items on the order have been received.

Invoice Matched- Student Services Department has received the invoice from the CCP and matched the order in OPS to match what the CCP is charging.

Methods of Operation

Body of Work

For Personalized Path Students only: A body of work should reflect 15-20 days of learning, depending on the length of the Learning Period. A pacing guide is provided for each subsequent Learning Period to assign the learning for each subject area for grades TK-8 and for each course

in grades 9-12. . All work should be graded or evaluated by the home educator and/or from the service provider. At each LP meeting, the ToR will collect a generous sampling from the body of work in each subject/course that is an accurate representation of the student's mastery and work completed. Formative assessments may be requested to validate any learning which occurred during the respective LP. The ToR will file these samples as proof of student daily attendance and progress.

Student Pacing and the Assessment of Learning

For Personalized Path Students only: The ToR will provide a pacing guide for all curriculum content in a student's Course of Study before each LP begins. The ToR will review the body of work completed by the student throughout the LP and engage in academic conversation which may include a formative assessment process to confirm content mastery. Progression through the assigned curriculum content will be verified by the ToR on a weekly basis. If a student fails to complete at least 70% of the pacing guide per subject/course assigned by the ToR, a PIN may be issued. Grades are discussed on a monthly basis during the LP. Final grades assigned at the end of the semester are based on the student's progress towards meeting grade-level standards..

Final grades for high school students taking any course for which a transcript is required will be at the discretion of the course teacher and are considered final. Final grades for high school students taking any concurrent college course will be at the discretion of the college instruction. Families are responsible for requesting the official transcript, and grades in college courses are not posted to the student's high school transcript until the Registrar receives the official transcript. If a family does not submit this transcript, and the course is needed for graduation credit, the student will be responsible for working with the ToR and the Counselor to determine an alternative class to complete for credit.

Attendance Roll Sheet/Grid Log

Along with the assessment and pacing of student work, another responsibility of the ToR is to verify and claim attendance for each LP. Daily attendance is recorded for each school day a student participates in an educational activity. The ToR will verify that ample work was completed by the student after reviewing the daily attendance claimed, participation in educational activities, and the student's work. Following this confirmation of work completed, the ToR and parent/guardian will sign and date the electronic Attendance Grid Log for each LP.

Progress Improvement Notification (PIN) and Identified Assignments

In order to remain enrolled at Excel Academy, the responsibilities outlined in the Master Agreement, Independent Study Policy, Acknowledgement of Responsibilities, Involuntary Withdrawal Policy, and Civility Policy must be followed. Within these policies, the process for which a student may be involuntarily withdrawn from Excel Academy is outlined. Part of that

process includes the issuance of Progress Improvement Notifications (PINs) when a student fails to complete identified assignments key to a student's success in the independent study environment or any other responsibilities outlined in the EACS Handbook, Acknowledgement of Responsibilities, and Master Agreement. These identified assignments include, but are not limited to, completion of assigned work (CORE, ELD, WIN), internal assessments, attendance at mandatory meetings, and other key responsibilities outlined within the Excel Academy Board Policies and EACS Handbook.

Behavior Improvement Plan Process

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 expulsion from Excel Academy.

For students who commit violations such as [academic dishonesty](#), inclusive of forms of AI usage, 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, 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.

Plagiarism is considered a form of [academic dishonesty](#) and therefore a violation of behavioral expectations and standards. For students who commit plagiarism, the following will occur:

1. The first offense will result in a zero on the assignment until the behavior is corrected with an opportunity for an improved grade.
2. 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..
3. If a third or subsequent offense occurs, the following consequences will be enacted:
 - Students in grades TK-6: These offenses will be dealt with on a case-by-case manner.
 - Students in 7th and 8th grade: MTSS supports will be required and individualized based on the student's curriculum and needs.
 - Student in high school: These students will be removed from the course 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.

For a list of what constitutes plagiarism, please refer to the Academic Integrity Policy.

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.

Eagle's Nest & School Newsletter

One of the main avenues of communication to our parents is through our weekly Eagle's Nest, an update of all of the coming opportunities, classes, clubs, and deadlines, sent via the Excel Academy communication platform, Beehively. Additionally, our School Newsletter is sent out on a monthly basis as well. Parents often receive time-sensitive communication, information about community events, deadline reminders, and community provider spotlights through the monthly newsletters. ***Please let your ToR know if you are not receiving one of these critical forms of communication: the weekly Eagle's Nest, monthly School Newsletters and/or updates through Beehively.***

Meeting Types

Attendance Intervention Meeting (AIM)

A meeting that occurs after a student receives their second PIN. The purpose of the AIM will be to review requirements of independent study and the responsibilities of the student and the home educator. During this meeting, families are encouraged to consider the independent study program's impact on the pupil's achievement and well-being, consistent with the evaluation for satisfactory progress as defined by the board policy. If the student and

parent/guardian elect to stay enrolled, the team will develop a plan to help support the student to make satisfactory educational progress, including additional resources and supports.

Initial Contact Meeting

For students participating in the Personalized Paths, once a ToR has been assigned to a family, they will reach out to schedule an introductory meeting. During this meeting, the ToR will explain the school requirements and go over curriculum options. For more information on learning styles and curriculum options, please click [here](#) to visit the Excel Academy website. Parents/Guardians must provide their ToR with their curricular choices that cover grade-level content standards within 5 days of a student's start date with Excel Academy. If the parent/guardian fails to decide upon curricula that cover grade-level content standards within the 5 day window, the ToR will order the student curricula from Excel Academy's grade-level recommendations.

Learning Period (LP) Meetings

Learning Period (LP) meetings are a critical part of the Personalized Paths at Excel Academy. For grades TK-6, students meet with their Teacher of Record each Learning Period on an alternating schedule (in-person and virtually). For grades 7-12, students meet with their Teacher of Record at least once in person each semester. New students will meet with their ToR in person on or before the third Learning Period. In-person meetings take place at a mutually agreed upon public location. LP meetings are held approximately every 15- 20 school days. During the meeting, the ToR communicates with the student to gather information and knowledge learned throughout the LP. Due to the importance of these meetings, and out of respect for our ToRs, we ask that families keep the agreed upon location and time of their LP meeting, with the exception of unforeseen emergencies. Additionally, parents who do not attend LP meetings as scheduled may be subject to Progress Improvement Notifications (PINs) (See our [Outline of Violations that May Result in Involuntary Withdrawal](#)).

Parent-Teacher Conferences

Families enrolled in the Virtual Path do not attend Learning Period (LP) meetings. Instead, parents/guardians are updated weekly on class assignments and expectations, as well as student work completion. Additionally, parent-teacher conferences are scheduled to discuss academic progress and set a positive course for learning. If parents would like a conference outside of a scheduled conference time, they may request one by emailing the classroom teacher. Parents/guardians who cancel or miss a parent-teacher conference will be subject to a Progress Improvement Notification (PIN), which may lead to Involuntary Withdrawal. (See our [Outline of Violations that May Result in Involuntary Withdrawal](#)).

Virtual Path Expectations

All students participating in the Virtual Path need a strong, reliable internet connection in order to participate in class each day. Students who do not have a strong, reliable internet connection may wish to enroll in Excel Academy's Personalized Path, which does not require daily streaming.

All students enrolled in the Virtual Path will be issued a school Chromebook. The Chromebook must be accessed using the student's school gmail account. Students are not permitted to use a personal computer or tablet to join a class session. Should the Chromebook stop working, please notify the school immediately, so that a replacement can be issued as soon as possible. Students are responsible for treating all school-issued technology with care and may be required to pay for any technology that is damaged.

The [Virtual Path Learning Schedule](#) provides families with the schedule for each grade level classroom. Students are required to attend class, on time and for the entirety of the class session, as listed on the schedule. While students are welcome to participate in school sponsored field trips, they must have prior approval from their classroom teacher and be in good academic standing should the field trip fall during a scheduled class time. Enrichment classes, whether offered through a CCP or the school, can be attended by Virtual Path students only if they fall outside of regular class hours.

While class is in session, students must have their web cameras on and focused on their face. All other electronics including cell phones, computers and gaming equipment should be out of sight of the student. It is the responsibility of the parent/guardian to make sure students are engaged in class, with no other browsers or screens open. Headphones are highly recommended for all students in the Virtual Path, in order to provide a quiet learning environment. (Student instructional funds can be used, if needed.) Additionally, a student's learning area should be free from other family members or individuals that might be a distraction to the student and/or their classmates.

Communication and teamwork between the classroom teacher and the parent/guardian is key to ensuring student success in the Virtual Pathway. Because of its virtual nature, teachers depend on the parent/guardian to ensure students can login to class sessions and the online learning platforms. Parents/guardians also must be sure students complete and submit all assigned work by its due date each week. The assigned learning, as well as any other important updates or announcements will be sent to parents/guardians in a weekly email from the classroom teacher. If there are concerns regarding a student's learning or progress, it will be communicated as well. Parents/guardians are expected to read all school communication thoroughly to make sure students are adequately prepared for the upcoming week. Worksheets and printables must be printed and within student reach by the first class session each week.

The parent/guardian is expected to prepare students for the school week by:

1. Gathering all materials, manipulatives, and/or components necessary for class lessons, as outlined by the classroom teacher. (This may include printing and organizing student worksheets, gathering science materials, pencils, glue, erasers, rulers, etc.)
2. Ensuring student completion and submission of all assignments, including any outstanding work for which they have been given an extension.

Additionally, parents/guardians should:

1. Be available during class to immediately address any emergencies or behavioral issues that arise. (Be sure all updated telephone numbers and emails are on file with the school.)
2. Review student grades and progress in the learning system regularly

Questions/Concerns: If a parent/guardian has a concern regarding a classroom teacher, or something that occurs during class, it must be addressed in a private setting after class is over. Parents/guardians are not to interrupt a class session in order to voice a concern.

Curriculum Access Using BUZZ

Much of the student learning in the Virtual Path is accessible through the “BUZZ” LMS. BUZZ is easy to use, once you get the hang of it. As a parent/observer, you will help to ensure your student is completing their assignments at home, so it is critical that you know how to login and access everything. Please use the learning tools below to learn how to use BUZZ as a student or parent/guardian/observer.

[User Manual-Student](#)

[User Manual-Parent/Observers](#)

Virtual Classroom Access

Classroom links are made available to students once the Master Agreement is signed and students are completely onboarded. The link provided by the classroom teacher is not to be shared and should only be used by the student while participating in the virtual classroom

School Policies, Procedures & Regulations

School Safety Plan

Excel Academy seeks to provide a safe environment for its students, parents, staff, ToRs, and administration. For more information on Excel’s emergency procedures and policies, please review our comprehensive safety plan [here](#).

School Communication Responsibilities

It is pertinent that we are able to communicate effectively with our families due to the remote nature of our school. The school requires that all parents reply to communication from Excel Academy staff and Teachers of Records within 48 hours (2 business days). We also require 24 hours notice in the event a parent must cancel an Excel Academy appointment, including but not limited to: LP meetings, IEPs, SPED provider appointments, and Student Success Team (SST) meetings. Please note: Students are allowed two changes to appointments per school year before being subject to a PIN. Additionally, if a student/parent cannot be reached by Excel Academy staff for 10 business days or more, an evaluation will take place to determine whether it is in the best interest of the pupil to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be involuntarily withdrawn. (Please refer to Outline of Responsibilities that May Result in Involuntary Withdrawal section for further details).

Email or voicemail sent to administrative personnel Monday through Thursday between 8:00 am and 5:00 pm Pacific Time (PT) will be addressed within twenty-four (24) to forty-eight (48) business hours of the time it was sent. Email or voicemail sent between 8:00 am and 5:00 pm PT the day before a weekend or holiday will be addressed on the next business day. Email or voicemail sent during non-office hours will be addressed within twenty-four (24) to forty-eight (48) hours of the beginning of the following business day. Instructors who are scheduled to be away during regularly scheduled office hours (for professional meetings or vacation) will post the dates and times of those interruptions at least forty-eight (48) hours in advance and will offer alternative contact information for assistance. Unanticipated absences due to illness or other emergencies will be reported to the Principal Director who will find suitable alternatives for assistance.

Email Accounts

A valid, working email account is required for all Teachers of Record and parents, and is provided to students for optional use. Parents and students must provide contact information, which can include email, phone number, and mailing address. If a Teacher of Record, student, or parent/guardian's email address, mail address, IM address, or phone number changes, it must be updated with Excel Academy Admissions at admissions@excelacademy.education within five (5) business days. In case of an emergency, it is important that this information is kept current.

Excel Academy disperses student email accounts to every Excel Academy student. This email account will be available to the student as long as they are enrolled at Excel Academy. Please

contact your Teacher of Record if you have not received your student email account login info to request an email account and he/she will contact the Senior Communications Coordinator to get it set up. For another option, students who need a separate email account from their parents/guardians can sign up for a free account with Yahoo, Gmail, or Hotmail. Please note, however, that Excel Academy does not have any relationship with these third parties, and it is not responsible for the availability or content of marketing or other materials on the above third parties' websites. The providers of the websites may discontinue their free programs at any time at their discretion.

Phone and Text Communication

Personal Social Media and Instant messaging Communication by phone or text/instant messaging to Teachers should be only for urgent matters and only during the hours of operation (Monday-Friday 8:00 am-4:30 pm.) All informational communication by the school will be through Beehively, email, the Excel Academy website, and/or EACS social media accounts

Tone of Contact

Students and parents/guardians must use school appropriate language in communication with Excel Academy employees and peers. Students and parents/guardians will not partake in cyber-bullying or any form of harassment. Students should strive to use appropriate grammar and capitalization in their written communications.

Authorized Contacts

At the time of enrollment, a student's parent/guardian is asked to approve any contacts that have authorization to receive performance information about the student. Individuals with authorization are responsible for maintaining current contact information with the school. In accordance with FERPA law, school officials are only authorized to speak to parents/guardians that are listed at the time of enrollment and who possess educational rights. The Registrar should be notified of any changes in custody or educational rights immediately.

Internet/Computer System Acceptable Use Policy (AUP)

Excel Academy provides technology resources to its students solely for educational purposes. Through technology, the schools provide access for students and staff to unlimited resources. Expanding technologies provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the parent and credentialed teacher.

With this access brings the potential exposure to material that may not hold educational value or may be harmful or disruptive to the student's learning experience.

The purpose of this policy is to ensure that student internet access on school-owned computers will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school.

All computer equipment, programs, supporting materials, and peripherals of any nature which the student receives from the school are loaned to the student for educational purposes only and belong to the school. As a condition of receiving and using any such equipment, the student and parent/guardian acknowledge that there is no right or expectation of privacy whatsoever related to the student's use of such equipment. The school retains the right to monitor, at all times, internet/computer activity accessed by this equipment, review any material stored in files on such equipment, and edit or remove any material which the school staff, in its sole discretion, believes violates the above standards, and terminate the Internet/Computer Agreement of any persons violating the conditions set forth in this policy.

Information services, such as online educational resources provided by the school, may occasionally require new registration and account information to continue the service. This will require the school to give out certain portions of a student's personal information to one or more 3rd party content and community provider(s) required for this requested service, such as login information, etc. Student and parent/guardian signatures of this policy and the use of aforesaid computer equipment or school-provided online resources indicate specific consent to such release of personal information.

Students using the internet shall be closely supervised by the parent. Students and their parents/guardians are ultimately responsible for the materials accessed through the use of student internet accounts. Parents/guardians will be responsible for the supervision of students using the internet.

The California Computer Crime Bill (1979) added section 502 to the Penal Code making it a felony to intentionally access any computer or system or network for certain purposes, including:

- Devising or executing any scheme or artifice to defraud or extort
- Wrongfully control or obtain money, property, or data
- Knowingly accesses and without permission adds, alters, damages, deletes, or destroys any data, computer software, or computer programs which reside or exist internal or external to a computer, computer system, or computer network
- Knowingly and without permission accesses or causes to be accessed any computer, computer system, or computer network

- Knowingly introduces any computer contaminant into any computer, computer system, or computer network

*Anyone committing acts of this kind, or any other actions prohibited by law with school owned computers and/or equipment will face legal action and disciplinary procedures.

It is the intent of this policy to protect students from inappropriate information. However, the staff cannot screen all of the materials available on the internet. Willful access to inappropriate material in any form by students as well as the importation of any material from “outside sources” on school owned computers and/or equipment is a violation of this policy and may result in disciplinary action including, but not limited to, the revocation of school-provided computer and/or equipment and/or discipline, up to and including, expulsion of the student. Students, staff and parents/guardians hold a joint responsibility to ensure that inappropriate material is not displayed or available on any computer.

Parents/guardians will teach the student about internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available at: <http://www.digitalcitizenship.net>.

Excel Academy has also adopted internet safety policies in accordance with applicable law, including the Children’s Internet Protection Act, which will be provided to parents/guardians.

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

Unacceptable behaviors may include, but are not limited to, the following:

- Using the school funded internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities.
- Utilizing the school funded internet/computer system for any illegal activity including violation of copyrights or other contracts relating to licensed uses.
- Intentionally disrupting equipment or system performance.
- Downgrading the equipment or system performance.
- Damaging or misusing any hardware or software.
- Utilizing the school’s computing resources for commercial/financial gain or fraud.
- Pirating and/or theft of data, equipment, or intellectual property.
- Gaining or seeking to gain unauthorized access to resources or entities.
- Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
- Using harassing, abusive or obscene language.

- Annoying, harassing or intentionally offending another person.
- Introducing computer viruses into the system.
- Forging electronic mail messages or using an access owned by, or used by another.
- Wasting of resources.
- Invading the privacy of others.
- Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

Zoom Disclaimer

The purpose of the Zoom Disclaimer is to build trust, respect and have safeguards in place for students to abide and adhere to the guidelines set forth by the school. The goal is to prevent Zoom violations from occurring in our school organization by:

- Protecting data, student privacy and IT Security.
- Protecting students and staff from Cyberbullying, Abuse, Threats and Sensitive Content.
- Protecting unauthorized access data loss protection against security breaches and impersonating.
- Protecting unauthorized disclosure and dissemination of data from cybersecurity attacks.

When taking part in online Zoom meetings, the following considerations must be observed and adhered to:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and [Zoom Acceptable Use Guidelines](#).
- Participants should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- [Zoom Acceptable Use Guidelines](#) apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student's attendance in the event a violation of the above has occurred.
- Students must adhere to the Internet/Computer System Acceptable Use Policy as outlined above.

Student Freedom of Speech / Expression

Excel Academy believes that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to: (1) use of bulletin boards; (2) distribution of printed materials or petitions; (3) wearing of buttons, badges, and other insignia; and (4) right of expression in official school publications. "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The school lead/director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of unlawful acts at school-sponsored activities or events, the violation of school rules, or substantial disruption of the school's orderly operation. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

Civility Policy

School personnel, parents, guardians, 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, either in person, electronically, or online with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- a. Using an inappropriately loud voice;
- b. Using profane, vulgar, or obscene words, gestures and/or online language/images;
- c. Belittling, jeering, or taunting;
- d. Using personal epithets;

- e. Using violent or aggressive gestures or body-language;
- f. Repeatedly and inappropriately interrupting another speaker;
- g. Repeatedly demanding personal attention at inappropriate times;
- h. Purposefully and inappropriately invading personal space;
- i. Purposefully ignoring appropriate communications;
- j. Wrongfully interfering with another person's freedom of movement;
- k. Wrongfully invading another person's private possessions; or;
- l. 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 he/she responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension, expulsion and/or involvement with law enforcement or county and community services as needed.

Bullying

Excel Academy recognizes the harmful effects of bullying, hazing, or other behavior that infringes on the safety and well-being of students or interferes with learning or teaching. We desire to provide a safe school culture that protects all students from physical and emotional harm. Student safety is a top priority, and the school will not tolerate discrimination, harassment, intimidation, or bullying of any kind of any student.

“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 pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.

- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation or transmission of a message (*e.g.*, a text message, sound recording, video, image, social media post, etc.) by means of an electronic device, including, but not limited to, a telephone, computer, tablet, pager, or other communication device.

Bullying that occurs outside of school but negatively impacts the school environment or ability of a student to perform in school is considered bullying. Violations of our zero tolerance policy on bullying will result in a BIP and may lead to discipline up to and including suspension and/or expulsion.

Academic Integrity Policy

Excel Academy Charter School and its programs (“EACS” or the “Charter School”) adopt this Academic Integrity Policy to apply to all students at EACS.

Excel Academy considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. Students must neither give nor receive any unauthorized aid on any test, paper, or assignment. Use of another person’s work or ideas must be accompanied by specific citations and references. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with the tools to write with integrity.

Upon enrollment and at the beginning of each school year, students and parents/guardians will be given a back-to-school packet which includes an overview of Excel Academy’s plagiarism policy including an invitation to access and use the Teacher of Record’s Google Classroom account as a tool to discourage plagiarism. With the help of the Teacher of Record, parents/guardians, and students will discuss the Academic Integrity Code and sign an Academic Honesty Pledge.

Definition of Plagiarism

The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

- All high school students will sign the [Plagiarism Academic Honesty Pact](#).
- All high school students will submit at least two papers each semester to Google Classroom.

Examples of plagiarism and academic dishonesty include, but are not limited to:

- Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source within the paper or written assignment
- Utilizing forms of AI to generate student assignments and projects
- Simply listing your sources in the Works Cited page but not citing them in your writing
- Paraphrasing someone else's ideas, opinions, or thoughts without acknowledging the source
- Only citing a portion of the source; even if only one source is used all references need to be cited
- Copying another student's work, paper, and/or essays and turning it in as your own
- Copying another student's computer file or work and submitting the work as your own
- Buying any completed or partial work written by someone else and using it as your own work
- Copying answers from a teacher's manual rather than using the manual to check answers
- Turning in work that you have done for other classes or writing assignments—this is considered academic dishonesty. You need to turn in original writing for each class and assignment
- Any other form of cheating

The above examples represent examples of plagiarism and/or academic dishonesty. Whether a student copies something word-for-word or rephrases the ideas of another student and/or writer without properly acknowledging the source, both constitute examples of plagiarism. Excel Academy recognizes the accessibility of information and online sources. It is therefore imperative for students to review the Academic Integrity policy with their Teacher of Record and ensure steps to avoid plagiarism.

Process for Addressing Incidents of [Academic Dishonesty](#)

First incident:

If a student is suspected of plagiarism or academic dishonesty in any course:

- The ToR will confirm the student plagiarized or has been academically dishonest.
- If confirmed, student will receive an initial F/zero on the assignment in question. The student will be required to redo the assignment by the following Learning Period meeting for a new grade which will be at the teacher's discretion.
- The ToR will consult with school administration.
- A plan will be created to help the student learn about plagiarism and/or academic dishonesty and how to avoid it in the future.
- Student must view webinar on academic integrity shared by the ToR.
- Student will be issued a BIP if the incident is deemed intentional.

Second incident:

If a student is suspected of plagiarism or academic dishonesty in any course for a second time:

- The ToR will confirm the student plagiarized or has been academically dishonest.
- If confirmed, the student will receive an F/zero on the assignment. The student will correct the mistake without a grade increase. The zero for the assignment will remain.
- A meeting with the ToR, parent, and school administration will be scheduled to explain the severity of the issue, to provide additional support, and to warn the student that they will be required to retake the course with a passing grade to receive credit for the course.
- Student will be issued a BIP if this is a second occurrence of either plagiarism or academic dishonesty.

Third incident:

If a student is suspected of plagiarism or academic dishonesty in any course for a third time:

- The ToR will confirm the student plagiarized or has been academically dishonest.
- A meeting with the ToR, parent, and school administration will be scheduled.
- The student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.
- A meeting with the ToR, parent, and school administration will be scheduled to explain the severity of the issue, to provide additional support, and to warn student that they are in jeopardy of being involuntarily withdrawn from the school.
- The student will be issued a BIP if this is a third occurrence of either plagiarism or academic dishonesty and
 - Students in grades TK-6: These offenses will be dealt with on a case-by-case manner.
 - Students in 7th and 8th grade: MTSS supports will be required and individualized based on the student's curriculum and needs.
 - Student in high school: These students will be removed from the course 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.

Grievance Procedure

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

If a student is accused of plagiarism, cheating, or other forms of academic dishonesty and the parent/student disagrees:

- The student and parent/guardian will address the school administrator in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate.
- The school administrator will investigate and respond with a written determination within ten (10) working days.
- If the concern or grievance is not resolved, the student and parent/guardian may, within ten (10) working days, request a review with the Executive Director. The Executive Director shall investigate and respond to the student and parent/guardian within ten (10) school days after the review. The decision of the Executive Director will be accomplished by the vote of a simple majority and the decision is final.

Consequences for incidents of academic dishonesty are cumulative and are not specific to one course.

Special Education Students

If the at-risk student is an identified Special Education student, including a student with an IEP, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism. If the student has a 504 plan, the teacher will notify the Assistant Director of Intervention

Excel Academy's Parent Proctoring Policy

Excel Academy considers academic honesty and integrity to be one of its highest values. Assessments are an integral part of the individualized learning plan for all students. It is critical that all assessments are completed *independently* in order to identify areas of strength and any potential learning gaps. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors. Our intent is to provide our students and parents/guardians with guidelines to understand what is and is not acceptable when proctoring at-home assessments.

Cheating (Definitions of Cheating)

- To act dishonestly; practice fraud

- To violate rules deliberately

Testing Dishonesty in Grades TK - 6

- Searching the internet to find answers
- Use of teacher manuals or answer keys
- Anyone other than the student reading test questions or passages
 - If a read-aloud option is provided through the online system, this is permitted
- Hinting at correct answers or elimination of answers
- Discussing the content of the test with the student within the testing window
- Use of a dictionary
- Use of a calculator
- Use of a multiplication chart, hundreds chart, or math cheat sheet of any kind

*If Excel Academy has reason to believe that testing results are not an accurate reflection of the student's abilities, the student may be required to take additional assessments proctored by the ToR.

Testing Dishonesty in Grades 7- 12 (i.e. closed-book quizzes, end of unit tests, mid-term exams, and final exams)

- Use of a calculator when not allowed
- Use of "open-book" testing when not allowed
- Using the internet to find answers
- Use of a dictionary or thesaurus
- Use of teacher manuals or answer keys - if a student's entire test is identical to the answer key, and zero work is shown, the student may be asked to retake the test.
- Providing hints or clues to the correct answer
- Copying, recording, or taking screenshots of any part of an assessment for future reference
- Sharing or making any part of the assessment public

Accommodations for Students with IEPs or 504 Plans

If the student has an IEP or 504 Plan, the Teacher of Record will contact the SPED Case Manager or 504 Coordinator to receive clear directions on accommodations that should be provided. Similarly, Excel Academy will comply with all provisions of applicable law in addressing any student conduct concerns, including cheating.

Consequences of Non-compliance

As with any other violation of school rules and regulations, consequences of violations may include, but are not limited to, the following:

- Suspension of school funded internet access if provided by school
- Revocation of school funded internet access if provided by school
- Limitations of school funded computer access
- Revocation of school funded computer access
- Disciplinary processes up to expulsion or involuntary withdrawal
- Legal action and prosecution
- Financial liability for loss of internet/computer system

The parent/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The parent/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described in the publication entitled “Internet/Computer Acceptable Use Regulations” apply when on the internet or using the school-owned computer.

Substance Abuse

Excel Academy does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation will receive a BIP and are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems such as e-cigarettes is prohibited on all Excel Academy property, including any owned or leased buildings and in school vehicles, at all times by all persons, including employees, students, and visitors.

Child Abuse Reporting

Teachers, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. (Pen. Code, § 11166.)

Homicide Threat Reporting

The new statutes require any school district employee interacting with students in grades 6 through 12, inclusive, who observes a threat or perceived threat that a student is going to “commit a homicidal act related to school or school activity” to immediately report such threat to local law enforcement. (Ed. Code, § 49393.) Any report of a homicidal threat must include any evidence associated with the threat or perceived threat. If two or more school employees observe the same concerning conduct, a report by one of the employees is sufficient to meet the obligation of all of the employees.

A “threat or perceived threat” is defined by the law as: “any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity.” (Ed. Code, § 49390(e).) A threat or perceived threat may be based on a student’s “possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil.” A threat or perceived threat may also be based on “a warning by a parent, pupil, or other individual.”

If local law enforcement is notified of any threat or perceived threat, SB 906 requires the law enforcement agency or schoolsite police—with LEA support—to immediately conduct an investigation and assessment of the reported threat. The investigation must include “a review of the firearm registry of the Department of Justice” and if justified by reasonable suspicion, a search of the schoolsite. (Ed. Code, § 49394.)

SB 906 mandates each LEA provide parents “information related to the safe storage of firearms” in the required annual notification, which means an LEA’s first disclosure would be required in the upcoming 2023-2024 school year. We recommend the notice be included in a district’s Parent/Student Handbook. (Ed. Code § 49392.)

Independent Study Policy

Excel Academy Charter Schools, which operates Excel Academy Charter School – Helendale and Excel Academy Charter School – Warner (collectively, “EACS” or “Charter School”) offers independent study to meet the educational needs of all students enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. EACS shall provide appropriate existing services and resources to enable students to complete their

independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. An evaluation shall be completed to determine whether it is in the best interest of the student to remain in the independent study under the following circumstances:
 - a. In the event that a student misses three (3) assignments during any period of twenty (20) school days.
 - b. In the event the students educational progress falls below satisfactory levels as determined by the Charter School Satisfactory Educational Progress Policy and procedure which considers All of the following indicators:
 - i. The pupils' achievement and engagement in the independent study program, as indicated by the pupils' performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts as determined by the supervising teacher.
 - iv. Progress toward successful completion of the course of study or the individual course, as determined by the supervising teacher.

The evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to the school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation requirements.
 - a. For college-bound students, all 15 required courses as determined by the UC or CSU as creditable under the A-G admissions criteria are accessible.
 - b. For diploma-bound students, all core courses provide access to A-G approved content in addition to meeting graduation requirements.
4. The Charter School has adopted tiered reengagement strategies for the following:
 - a. Pupils not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's

- approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span;
- c. Pupils who are in violation of the written agreement pursuant to Education Code 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians lack of participation within one school day of the recording of a non-attendance day or lack of participation;
 - c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
 - e. An Attendance Intervention Meeting (AIM) will be held once a student receives a second Progress Improvement Notification (PIN) to determine if it is in the best interest of the student to remain in independent study. The meeting shall include a review of the pupil's written master agreement, and reconsideration of the independent study program's impact on the pupil's achievement and well-being. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.
 - f. If the student continues to make unsatisfactory educational progress, then a third Progress Improvement Notification (PIN) will be given and an internal evaluation will be conducted to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined in Board Policy 6115 on Attendance, Progress Notification (PIN) and Involuntary Withdrawal.
5. The following plan shall be in place in accordance with Education Code Section 51747 (e) to provide opportunities for both synchronous interaction and live interaction:
- a. Pupils in all grades Tk-12 will have access to their teacher or teachers of record (as designated by Education Code Section 51747.5) for

synchronous instruction opportunities as outlined in Education Code Section 51747(e) between the pupil and a Charter School employee or employees for the purpose of maintaining school connectedness. This interaction may take place in person, or in the form of internet or telephonic communication.

- b. For pupils in Transitional Kindergarten through grade 3, inclusive, opportunities for daily synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.
- c. For pupils in grades 4 to 8, inclusive, opportunities for both daily live interaction (by a Charter School employee) and at least weekly synchronous instruction (by their teacher or teachers of record) will be provided for all pupils throughout the school year.
- d. For pupils in grades 9-12, inclusive, opportunities for at least weekly synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: the Charter School will assist the student and family with enrollment in the school district of residence.

7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be

earned by the student upon completion.

- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. The student will always be eligible to return to his/her school district. The Charter School will assist with the transition of pupils whose families wish to return to in person instruction from independent study expeditiously, and, in no case, later than five instructional days.
- i. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- j. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a

manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Executive Director may establish regulations to implement these policies in accordance with the law.

Travel Plan

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for extended travel from your Teacher of Record 2 weeks (10 school days) prior to the travel period.
 - During travel time, a student must be attending school and the parent/guardian must be available by phone and/or internet for communication during Excel Academy's operating hours.
- Students cannot be on extended travel longer than four consecutive weeks per semester (30 consecutive days).

Required Courses for TK-8

- Language Arts
- Mathematics
- Social Studies
- Science
- PE

Optional Opportunities for 7-8 Courses

- Advanced JH Language Arts
- Advanced JH or HS Math
- Elective JH options
- HS World Language
- Optional courses may be added to the student's Master Agreement with pre-approval from the Secondary Department. All optional course requests begin with the ToR.

Curriculum and Education Resources

Excel Academy offers quality curricular options and an extensive list of Content and Community Providers to assist students in attaining excellence in their educational goals. The ToR and family work together to complete a Course of Study for the student, identify curricular options that will meet the student's needs, and make sure school guidelines and state standards are met. For more information, please visit our [Content & Community Provider Resources page](#).

Other enrichment courses and activities can be found using our [Content & Community Provider search tool](#). Parents are encouraged to pursue educational choices that best reflect the academic and social needs of their individual student. Students benefit from learning at home and can take supplemental courses offered through approved Content and Community Providers. Please consult with your ToR to determine a course of study that balances the student's academic and extracurricular interests.

Vetted and approved materials are listed in the Curriculum Handbooks for both Elementary and Secondary. Additionally, the Education Departments provides abbreviated Curriculum Menus for all grade levels to help parents make informed choices about quality curriculum. ToRs will provide these resources to all families.

California State & Grade-Level Standards

Excel Academy students must show progression towards and mastery of California State Content Standards in order to remain in the school. With the help of an assigned ToR, students will be guided towards the completion of these standards. ToRs will regularly monitor and adjust student progress through the curriculum to ensure completion of the grade-level standards.

ToRs will provide a copy of the grade-level content standards for all students enrolled. Additionally, parents can obtain the subject and course standards directly from the [California Department of Education](#) website.

Observation of Student Educational Activities

EACS staff may observe any enrolled student while engaged in educational activities, with or without prior notice. While this is permitted to occur for any reason deemed appropriate and necessary by EACS administration, the primary functions of observation are to ensure that EACS is providing adequate support to students learning in our non-classroom based model, as well as to provide support and evaluative feedback to staff. Observations may occur during any Excel Academy sponsored, funded, or supervised activity including but not limited to virtual

meetings, online courses, in-person meetings, enrichment activities, extracurricular activities, and field trips.

PE Requirements

The physical education requirements are:

- 200 minutes per week for 9th-12th grades
- 200 minutes per week for 7th-8th grades
- 100 minutes per week for 1st-6th grades

Students in grades TK-8 may log their physical activities for each LP on a PE log. High school students must complete a PE log each month along with a brief, written paragraph.

*Please talk with your assigned ToR for further clarification.

Junior High PE grading

200-160 minutes - A

159-120 minutes - B

119-80 minutes - C

99-40 minutes - D

39-0 minutes - F

High School PE grading

200-160 minutes - A

159-120 minutes - B

119-80 minutes - C

99-40 minutes - D

39-0 minutes - F

A log without the written paragraph will be reduced by one letter grade.

CHYA-California Healthy Youth Act

The California Healthy Youth Act, commonly known as CHYA, is a mandate that requires public schools in the state of California to offer medically accurate, comprehensive sexual health education, and HIV prevention to students once in junior high and once again in high school.

For more information on CHYA, please go to: <https://www.cde.ca.gov/ls/he/se/index.asp>.

[Materials are available for review upon request.](#)

If any parent wishes to opt their student out of the CHYA requirement, they must do so with a signed, dated note to their assigned ToR upon enrollment or upon receipt of the annual parent notification letter.

Student Athletes

Student athletes who are interested in using Instructional Funds (IFs) toward their sport must maintain their attendance, grades, and comply with the policy set forth.

- Junior high students must be registered for at least 4 academic courses
- High school students must be registered for at least 5-6 academic courses depending on graduation credits needed and subject requirements fulfilled. For students interested in pursuing an NCAA pathway, please see below for requirements.

All students must:

- Maintain a minimum GPA of a 2.0
- Attend all LP meetings as scheduled
- Be up-to-date on assigned work

If a student athlete finds themselves in academic distress, they will be required to attend an SST meeting. Also, depending on the severity of the situation **IFs may be revoked from being used towards their sport.**

High School

Excel Academy offers a personalized approach to learning where parents are encouraged and supported in choosing curricula from the high school catalog that matches their students' needs, expectations, and rigor in each subject area. With guidance and support from the ToR and the High School Department, parents will be sure to meet California State Standards and provide their student with a relevant course of study for their grade level. Click on [HS Course Curriculum Catalog](#) to view curriculum choices.

High School Students Admitted 10 days After the School Year Started

All high school students who enroll 10 days after the semester begins will be required to submit in-progress grades from their previous school.

Minimum & Maximum Course Policy

The minimum & maximum course policy is in place to ensure academic success.

- The minimum number of courses that high school students can register for is 5-6 courses per semester depending on the student's respective grade level (see graduation track options below for details).
- 12th graders who have earned 180 credits prior to the start of their senior year, can register for 4 courses per semester, equaling 40 credits for the school year.

- If a student is participating in concurrent enrollment, then a minimum of 4-5 Excel Academy high school-level courses must be taken each semester they are registered for a college course.
- The maximum number of courses high school students can register for is 8 courses per semester including concurrent enrollment courses.

Adding/Changing/Dropping Courses

Students adding, changing (including curriculum), or dropping a course can only do so within 10 school days of the start of the semester or within 10 school days of enrollment without penalty. 10-day window:

Fall - 8/22/2024- 9/5/2024

Spring -1/13/2025- 1/24/2025

See below for further clarification:

- Courses dropped on or before the 10th school day will not show on the transcript.
- Courses dropped after the 10th school day in the first and/or second semester will receive a “W” on the report card/transcript.
- Courses dropped after 10/11/24 for fall semester or 3/7/25 for spring semester will receive a/an “F” on the report card/transcript.

Withdrawals may only be issued to students who hold a minimum of six courses prior to the withdrawal and wherein the drop will not impact graduation requirements. Seniors carrying five courses may drop to a minimum of four courses as long as they carry sufficient credits to graduate.

Individual CCPs have their own refund policies. Please work with your ToR if you have any questions on this.

Transcripts

Official transcripts should be requested from the Registrar’s office via the [Transcript Request Link](#) at least two weeks prior to deadlines.

Transcript Revision Requests

Excel Academy will revise a transcript due to either a clerical error and/or an approved official grade change request. No other transcript revisions will be made, as a transcript is an official document reflecting an individual student’s credits earned and courses completed. Parents requesting a transcript review will need to complete the [Student Transcript Revision Request form](#).

Repeated Courses

Only courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation. The *UC only allows a course to be repeated one time for grade replacement.*

Graduation Requirements

Students are eligible for a diploma when all requirements have been met:

- English - 40 credits
- Math - 20 credits
- Science - 20 credits (1 life/1 physical)
- History - 30 credits (1 US/1 world/gov/econ)
- VAPA/World Language/CTE - 10 credits
- PE - 20 credits
- Ethnic Studies - 5 credits
- Electives - 75 credits
- Total to graduate: 220 credits
- 1 semester class = 5 credits / 2 semesters/1 year = 10 credits

Graduation Track Options

College Prep Track (UC, CSU, Private) CSU Admissions UC Admissions	Customized Graduation Track (Career, Community College, Military, Trade School)
Freshman Year	Freshman Year
English 9 10 credits	English 9 10 credits
Algebra 1 or Geometry 10 credits	Pre-Algebra or Algebra 1 10 credits
Biology 10 credits	Life Science 10 credits
World Language year 1 10 credits	Elective 10 credits
Physical Education 10 credits	Physical Education 10 credits
Minimum 50 Credits	Minimum 50 Credits
Sophomore Year	Sophomore Year
English 10 10 credits	English 10 10 credits
Geometry or Algebra II 10 credits	Algebra I or Geometry 10 credits
World History 10 credits	Physical Science 10 credits
World Language year 2 10 credits	Physical Education 10 credits
Chemistry 10 credits	World History 10 credits
Physical Education 10 credits	Elective 10 credits
Minimum 60 Credits	Minimum 60 Credits
Junior Year	Junior Year

English 11	10 credits	English 11	10 credits
Algebra II or Pre-Calculus/Trig	10 credits	World Language/VAPA/CTE	10 credits
World Language year 3	10 credits	U.S. History	10 credits
VAPA	10 credits	Elective	10 credits
US History	10 credits	Elective	10 credits
Physics or Env. Science	10 credits	Elective	10 credits
Minimum 60 Credits		Minimum 60 Credits	
Senior Year		Senior Year	
English 12	10 credits	English 12	10 credits
Ethnic Studies	5 credits	Government	5 credits
Pre-Calculus or Calculus	10 credits	Economics	5 credits
Government	5 credits	Ethnic Studies	5 credits
Economics	5 credits	Elective	10 credits
Elective	10 credits	Elective	10 credits
Elective	5 credits	Elective	5 credits
Minimum 50 Credits		Minimum 50 Credits	

Total to graduate is 220 credits - All high school core courses will utilize college-prep curriculum for both the College Prep and Customized Track. The customized graduation track prepares students for meeting the minimum graduation requirements while still receiving access to A-G curriculum options. Families have the ability to work alongside their ToR to build a personalized learning experience and choose from a range of curricular options for their students.

Honors and Awards

Students may receive one of the following GPA-based Awards:

Valedictorian: Student with the highest weighted GPA in their class (after 7 semesters) is eligible to receive the honor of becoming Valedictorian of their graduating class.

Salutatorian: Student(s) with the second highest weighted GPA in their class (after 7 semesters) is eligible to receive the honor of becoming Salutatorian of their graduating class.

Excel Academy recognizes graduates in the following ways:

National Junior Honor Society:

The National Junior Honor Society requires high academic scholarship. Service to the community, well-rounded leadership, and high character. Students inducted into the NJHS will be recognized during the promotion ceremony.

National Honor Society:

The National Honor Society requires high academic scholarship, service to the community, demonstrated leadership, and high character. Students inducted into the NHS will be recognized during the graduation ceremony.

Golden State Merit:

Per the CDE: The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas. Students who meet these minimum state requirements will be recognized during the graduation ceremony.

Presidential Awards:

The Presidential Awards honor both high educational excellence through the gold award, and high educational achievement through the silver award. Five graduates will be recognized in both the gold and silver categories.

State Seal of Biliteracy:

Per the CDE: The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Students who meet this requirement will be recognized during the graduation ceremony.

College Prep/A-G Explained

For admission to the University of California (UC) or California State University (CSU) systems, a college-preparatory program that prepares students for higher-education is followed. The college-prep track prepares students for college and follows the A-G requirements as put forth by the UC/CSU systems. Students must complete a total of 15 year-long, A-G high-school courses with a grade of C or better—at least 11 of them prior to their senior year. See link: [UC A-G Subject Requirements](#).

Graduating Early: If a student wishes to graduate early, the student's 4-year plan must be reviewed and approved by a School Counselor so that students fully understand the implications of this decision. Students graduating early may require additional credit completion per semester. Any course load above the maximum 8 courses, would require students to complete the remaining courses during summer school. Excel Academy currently does not offer summer school. Students will need to submit summer school transcripts for review and credit completion purposes.

Advanced Course Designation

Below are the eligibility requirements for all advanced course options:

- Student must have a minimum 3.0 GPA
- Student must show advanced course readiness in their respective core courses and assessments (such as CAASPP, iReady, Excel Academy assessments, GPA, and report-card grade in respective subject)
- ToR recommendation with guided rubric (community provider & online provider recommendations may also be submitted for consideration).

Honors Courses

Honors courses are designed to be more in-depth, challenging, and rigorous. High school students may take honors courses with prior written approval. Junior high students may take a high school, honors-level math and/or world language course with prior written approval. Junior high students do not receive a GPA bump for honors courses. The student may submit the course for approval, by following these steps:

- Student requests to register for an honors course
- ToR completes Survey for Advanced Courses
- The Secondary Department will review each request to verify eligibility.
- If approved, all honors courses require a quarterly project - Imagine Edgenuity and Florida Virtual are the only providers wherein students will not need to complete additional coursework.
- ToR will assist students in meeting additional honors requirements
- Honors credit will not be issued retroactively post the 10-day add/drop window
- Up to 8 year-long high school courses will be eligible for a full-grade percentage bump per course that earns a passing score. GPA bumps will not be issued for honors courses beyond 8 classes, but students may enroll in additional honors courses for the academic challenge.
- Transcripts from the online provider may be required to receive credit.

Advanced Placement (AP) Courses

Students may take AP courses through one of our approved online content and community providers with prior written approval:

- Student requests to register for an Advanced Placement course

- ToR completes Survey for Advanced Courses
- High School Department will review each request to verify eligibility
- **Excel Academy is not an AP exam testing site.** Excel Academy high school students who wish to take an AP exam must go through their local public high school or visit collegeboard.org for more information on in-person AP test options. Students and parents are responsible for making this arrangement in early fall and meeting the registration deadlines and fee payments for the testing site. Instructional funds cannot be used to pay for AP exams.
- Up to 8 year-long courses will be eligible for a full-grade percentage bump per course that earns a passing score. GPA bumps will not be issued for honors courses beyond 8 classes, but students may enroll in additional AP courses for the academic challenge.
- Transcripts from the online provider may be required to receive credit.

Although many providers advertise AP courses, similar to A-G, Excel Academy must approve and offer any AP course to designate this distinction on the transcript. Courses listed on our [College Board AP Ledger](#) are preapproved. Please refer to the [High School Catalog](#) for current curricular requirements and offerings. Courses taken through providers may require the submission of transcripts to receive credit.

Additional Advanced Course Options

For students wishing to complete a year-long course in one semester (i.e. English 9 A/B), they must choose a curriculum from the High School Course Curriculum Catalog with the exception of in-person provider courses or enroll in a concurrent enrollment course.

- Student requests to register for an accelerated course with their ToR
- ToR completes Survey for Advanced Courses
- HS Department will review each request to verify eligibility
- ToR will aid the student in choosing curriculum that would work for this designation or follow process for concurrent enrollment (see College Readiness section below)
- ToR will pace out the first semester into the first quarter to ensure student understands the workload requirement. If a student is not close to the 50% completion mark by the quarter, the approval to complete the year-long course in one semester will be revoked, and the student will need to finish the second half of the class in a subsequent session such as summer or the following semester. Excel Academy does not provide summer sessions but will accept transcripts for courses completed at accredited institutions.

For students who are credit deficient, they may request to complete two courses in the same subject simultaneously (i.e. English 9 A/B and English 10 A/B) if summer school is not an

option. They must choose a curriculum from the High School Course Curriculum Catalog with the exception of in-person provider courses.

Junior High Students Taking High School Courses

Qualified junior high students may take up to two, high school-level courses in either math (Algebra 1 or higher math) and/or world language.

Junior high students requesting to take a high school-level math course must meet the following eligibility requirements:

- Take a proctored and approved Algebra 1 or Integrated Math I readiness assessment with a score of 85 or higher.

And at least one of the following:

- Earn an 85% in a pre algebra course using approved pre algebra curriculum
- Earn 'exceeds standards' in math CAASPP/SBAC for the respective year requested
- Score 'At or above grade level' for 8th grade on 'end-of-year' view of local assessment (i.e. iReady)

Junior High students requesting to take a high school-level world language course must meet two of the following eligibility requirements:

- Student earns a "meets standards" on their CAASPP ELA for the respective year requested.
- Student earns an 85% or higher in English on their report card.
- Student completes a junior high LOTE course with an 85% or higher.
- Student demonstrates fluency in reading or writing in a LOTE.
- Student receives a recommendation which utilizes a combination of a cognitive and soft skill evaluation from their Teacher of Record or former teacher.

All junior high students may enroll in a junior high level language course using instructional funds without the need for approval from the high school department.

Junior high students may submit the course/s for approval, by following these steps:

- Student requests to take high school math and/or world language course/s with their ToR
- ToR completes the Survey for Advanced Courses
- High School Department will review each request to verify eligibility

- If approved, the high school course(s) will be overseen by the High School Department
- The course(s) will be indicated on the Master Agreement for credits, not weeks
- If a student wishes to take an honors-level math and/or world language course, in addition to requesting approval for the core course, they must also request for the honors designation. Please refer to the above honors request process. Upon approval for an honors-level math and/or world language course, students must follow Excel Academy honors requirements for this designation. The GPA will not be weighted because these courses do not count toward graduation credits
- Course/s must be approved by the High School Administration. Junior high school students will have to follow the same add/drop policies as high school students (see above policies).
- Transfer junior high students must show proof of current course enrollment from their previous school via their transcript in order to maintain a high school-level course approval.
- *Per the [CA Dept. of Education](#), junior high students who take Algebra 1 or higher math and/or world language courses are still required to complete courses in both the respective high school math and world language required categories while in grades 9th-12th. Thus, high school-level courses taken in junior high do not count towards the 220 credits required for graduation.*

College Readiness

Community College Courses - Concurrent Enrollment Policy

Students may request concurrent enrollment courses by following these steps:

1. Students and parents/guardians discuss concurrent enrollment options with their ToR.
2. ToR will discuss eligibility requirements which include the following: Students must have a minimum 3.0 GPA for academic courses or a 2.7 GPA for elective/vocational courses. Students must show college readiness in their respective core courses (ie. each community college sets their own prerequisites for determining high-school eligibility). Students must be enrolled with Excel Academy at least one full semester prior to receiving approval to enroll in a concurrent enrollment course. For any incoming student who demonstrates prior success in a college course, approval to enroll in a concurrent enrollment course will be reviewed.
3. School Counselors will only approve college-level courses which are defined as courses that will earn college credit and are either UC/CSU transferable or applicable to earning an Associate's degree or higher. Courses not receiving credit will not be approved.
4. ToR completes Concurrent Enrollment Course Survey.

5. The High School Department either grants or denies approval for a student to take the requested community college course.
6. High School (9th-12th) students must be enrolled in at least 4-5 Excel classes (20 credits) per semester at Excel Academy to be considered eligible for concurrent enrollment at a community college. Students may take a maximum of 2 community college classes per semester while concurrently enrolled in Excel Academy. This may include one semester-length course and one interim session or two semester-length courses per semester.
7. Junior high (7th-8th) students interested in taking community college courses are limited to math (Algebra 1 or higher math) and/or world language. Please see the [Community College Handbook](#) for grade-level policy per community college.
8. Students must complete and sign the concurrent enrollment form obtained from the community college Admissions office and submit it to the Excel Registrar's office (registrar@excelacademy.education). Please note: The turn-around time for concurrent enrollment approval is 3-7 days depending on wet signature requirements.
9. It is the responsibility of each student to take this signed form back to their respective community college to submit and finalize registration.
10. It is also the responsibility of the student to know the community college's fees, registration, and deadline dates (information can be found on the college's website). It is the family's responsibility to pay for college textbooks and other required course materials if enrolled in a college course. Instructional Funds may not be used to pay for college classes, textbooks, or other course materials unless the bookstore is an approved Excel Academy provider.
11. If a student's first choice is unavailable and/or if they are unable to register for courses, the student is responsible for informing their ToR and High School Counselor. In this circumstance, students **must** work with their ToR in either finding another course to add to their Master Agreement or removing the course from their schedule depending upon the credits needed to remain scheduled to graduate in four years. Students need to be aware that if they are unable to register for a late-start college course, then they will be required to enroll in a late-start accelerated high school course with Excel Academy depending on their minimum course count. If an additional community college course is chosen, students must complete and submit an additional concurrent enrollment form to reinitiate the process.
12. Students must be aware and adhere to all college rules and regulations.
13. In order to confirm the course will transfer to the university of the student's choice, please consult with a Community College Counselor.
14. Per the Community College regulations, only 5% of Excel Academy students can attend a community college during the summer. Priority approval will be given to those needing courses to graduate.

15. Grades from any concurrent enrollment course will not be reflected on the Excel Academy transcript until the official college transcript has been received and verified. Official transcripts need to be requested at least once a year to ensure student transcripts remain up to date. Upon completion of the college course, students are required to send an **official transcript** to the Excel Academy Registrar's office. Upon receipt, the high school transcript will be updated to reflect grades/credits earned. Please send all transcript requests to:

Excel Academy Charter School
 ATTN: Registrar
 1 Technology Drive, Ste. I-811
 Irvine, CA 92618

College Unit Conversion Policy

Excel Academy uses the following formula for converting college units to high school credits:

- 3-5 unit degree applicable (UC/CSU transferable) college courses = 10 high school credits
- Most PE courses have been excluded or restricted for concurrently enrolled students, but a 1 unit course such as Dance, if approved by the college would = 5 high school PE credits
- Some college policies state that their world language course content is equivalent to two years of high school world language; however, a maximum of 10 high school credits will be given per community college course
- College-level courses will receive a corresponding GPA bump up to eight respective courses on their transcript
- College courses taken in excess of the minimum Excel Academy graduation credit requirements of 220 credits may not be issued dual enrollment credit. They will receive college credit but may not receive the additional high school credit.
- For a list of community colleges, see our [Community College Handbook](#).

Career Readiness

CTE - Career and Technical Education

Excel Academy offers Career Technical Education (CTE) which provides college preparation and career training for high school students. Career and Technical Education (CTE) is a series of high-school elective courses that provide students with opportunities to explore career pathways and experience hands-on training and education in career fields/sectors that interest them. Students learn workplace competencies that help make academic content more accessible. Each pathway is a two-year program that consists of a concentrator and a capstone course. Students

who complete both courses will receive a Completer recognition. CTE provides the academic and technical skills, knowledge, and training necessary to succeed in future careers.

CTE offerings:

- *Patient Care Pathway* (Health Science and Medical Technology Sector):
- *Marketing Pathway* (Marketing, Sales and Services Sector)
- *Digital Media and Photography Pathway* (Arts, Media and Entertainment Sector)

College Entrance Exam Information

PSAT/NMSQT

The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. The PSAT is a standardized test that provides first-hand practice for the SAT Reasoning Test™. The NMSQT gives students a chance to enter the National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Administrators and teachers are cognizant of testing schedules, so they can assist students by providing appropriate information. Students register for and attend these tests independent of Excel Academy. Please visit collegeboard.org for more information.

SAT/ACT

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) and the American College Testing Program (ACT) are standardized tests for college admissions. Most colleges accept either the SAT or ACT exam as part of their admissions process, however many California universities are test optional at this time.. Students register for and attend these tests independent of Excel Academy. Test dates, registration dates, fees, subject areas tested, practice questions, and scores can be accessed by visiting collegeboard.org for the SAT and actstudent.org for the ACT.

NCAA - National Collegiate Athletic Association

[23/24 NCAA Curriculum Handbook](#)

In order to graduate as a designated NCAA student athlete, students must confirm with their School Counselor that they are enrolled in all currently approved coursework beginning in 9th grade. For students who transfer post 9th grade or request to participate post 9th grade, no assurances can be made to guarantee that a student will be eligible to apply as an NCAA student athlete. Below is the list of requirements for Division 1 athletes:

Division 1 Course requirements:

Complete 16 core courses with NCAA approved curriculum

English - 4 years

Math - 3 years

Science - 2 years

Choose English, math, or science - 1 year

History - 2 years

Choose English, math, science, history, world language, comparative religion or philosophy - 4 year-long classes

Students must complete 10 of the core courses by the end of their junior year (before the start of their seventh semester). Seven of the ten core courses need to be in English, math or natural/physical science. The grades in these seven courses will be “locked in,” meaning you will not be allowed to retake them to improve your grades. Below is a sample schedule:

9th	10th	11th	12th
English 9	English 10	English 11	English 12
Algebra 1	Algebra 2	Geometry	PreCalculus
Biology w/ lab	Chemistry w/ lab	Physics w/ lab	Gov + Econ
Spanish 1	World History	US History	Elective
PE 9	Spanish 2	Elective	Elective
	PE 10	Elective	

Students should always verify with the NCAA portal that their curriculum/courses are NCAA approved. Per the NCAA instructions, “For any outside traditional/nontraditional coursework completed in addition to the home school program, the college-bound student-athlete should: » Include the high school/program in their education profile. » Check the status of the high school/ program to ensure it is “Cleared,” and has an approved core-course list. (Be sure to review the Additional Information section.) » Ask for an official transcript or grade report to be submitted directly to the NCAA Eligibility Center.”

Grading

The grade issued to each student is determined by the course learning environment and overseeing teacher/s. All online and Excel Teacher-Led (ETL) courses will be graded by the course teacher. Any parent-led class will involve collaboration among the parent, ToR, and HQT. See below for further details:

- Online course - the grade will be issued by the online instructor.
- Excel Teacher Led course - the grade will be issued by the Excel teacher.
- Customized course - the grade will be issued by the ToR with collaboration among parent, ToR, and HQT.
- Community College course - the grade will be issued by the college instructor.
- Students taking online classes or classes with an approved CCP need to consult with the online teacher or instructor regarding questions about grades, averages, or course progress. Excel Academy uses a traditional 4.0 scale in determining Grade Point Average (GPA). Credit is only granted for courses that earn a minimum of 60% out of a possible 100%.
- Excel Academy High School Department reserves the right to review final grades with the exception of any non-Excel Academy issued transcript.
- Excel Academy uses a letter-grading system which does not include any Pass/No Pass grades.

In the event that a parent/guardian disagrees with the student's final grade(s), the steps below must be followed

1. Parent/guardian will
 - a. Communicate the concern to the ToR in writing and provide the ToR the opportunity to explain the rationale for the final grade
2. Parent/guardian is not satisfied with ToR rationale and will
 - a. Submit a formal challenge to the Director of Assessment and Accountability by submitting the Parent/Guardian - Final Grade Challenge
 - b. Director of Assessment and Accountability will
 - i. Review the challenge by ensuring the ToR used due diligence in evaluating the student's academic performance
 - ii. Communicate findings in writing to the parent/guardian within two weeks of receiving the formal challenge

High School Prerequisites

Mastery of a certain body of knowledge is necessary if students are to be successful in their courses. Most commonly, such knowledge is measured by successful completion of the prerequisite courses listed in the course description. For graduation purposes, "successful completion" is defined by a grade of "A," "B," "C," or "D" in the prerequisite course. For college

preparation and A-G course completion, “successful completion” is defined by a grade of “A,” “B,” or “C” in the prerequisite course. For advanced course prerequisites, please refer to each advance course policy and the High School Catalog. Grades that are not acceptable are “F,” “I,” or, “NG.” Although Excel Academy will review incoming grades to reflect a “P” or “NP,” the school does not grant a “P” or “NP” for students enrolled in Excel Academy for the duration that requires a grade to be given.

How to Clear a Prerequisite

Students enrolling in a course with a prerequisite will be required to do one of the following:

- Complete the required prerequisite course(s) at Excel Academy with a satisfactory grade that is a grade of “A,” “B,” “C,” or “D” respectively. Some prerequisite courses must maintain a grade of a B or higher to qualify for the subsequent course.
- Students must present transcripts from another high school, if applicable, to the School Counselor for a transcript review as soon as possible.
- Transcripts must demonstrate satisfactory completion of the prerequisite course; completion of the course with a grade of “A,” “B,” “C,” “D,” or “P” respectively.
- It is at the school’s discretion to accept or deny the request to waive the prerequisite course requirement.

Transfer Credits

Transferable Grades and Credits

Transfer grades and credits received from previous schools/programs will be accepted and applied as needed to meet Excel Academy’s graduation requirements. Transfer students who have met EACS graduation requirements prior to the start of the new school year will be referred back to their current school.

Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. International records may require translation and/or evaluation prior to being considered for transfer credits. Costs for translation and external evaluations are sustained by the student.

Students leaving EACS before the end of the semester will earn a progress report indicating a percentage grade or percentage earned from the time of enrollment to exit but will not earn credit, OR a report card with earned percentage denoted by IP for in progress for any unfinished course.

If a student is given a percentage or provided with a percentage grade upon exiting their previous school, Excel Academy may award the transfer grade by applying a percentage to the

amount of work equivalent to what was completed at the previous school or require the student to complete the remaining course requirements. Students who are provided with exit grades without percentages will be awarded a transfer grade equivalent to the amount of work completed at the previous school in accordance with the following scale:

Any A: 90%

Any B: 80%

Any C: 70%

Any D: 60%

Any F: 59%

Physical Education for the High School Student

State law requires 2 years of PE to be completed before a student can graduate.

High school students are required:

1. To complete 400 minutes of PE every 10 school days (approximately 40 minutes per day).
2. To complete a PE log each month (which is available in the Parent Portal), along with a brief, written paragraph.

If a student is unable to participate in physical activities, the student can complete an alternative assignment approved by their ToR. If the inability to participate extends beyond 5 school days, a doctor's note will be required. Likewise, for students with serious medical issues, a doctor's note must be provided for proof of inability to do traditional PE. Acceptable options would include a written paper on physical activities/exercises and the benefits to the body or a research paper completed on various forms of exercise such as dance, yoga, or a sport of the student's choice. This may be turned in as the sample at the LP meeting as a replacement to the PE Log.

Please refer to the [PE Requirements](#) section for information about physical education grading.

High School Acceptable Sample Requirements:

There are a variety of ways to show academic progress and proper pacing. The ToR will review the body of work and collect a sampling of this work. Final determination on acceptance may be determined by the Highly Qualified Teacher (HQT) and/or the Teacher of Record.

Here are some suggestions:

- A unit test - strongly prefer that it comes from the publisher or course. All assessments must demonstrate high school-level rigor.

- A final draft multi-paragraph essay or paper on a related topic. Paper must follow MLA formatting rules. Papers/essays are required twice a semester.
- A rough draft of an in-progress paper - a final draft is always preferred and cannot use final draft for future sample.
- A lab write-up (science courses only) - must include title, intro/purpose, materials list, method, data, results, analysis, conclusion, and graphs or figures, if applicable. Refer to the [Lab Report Template](#). Labs are required twice a semester.
- A project/presentation showing significant learning and application
- A book report with critical analysis - may not be simple summary
- A written copy of a student-written speech or an oral presentation
- Answers to a section of chapter questions or a chapter review
- A timeline or map that clearly reflects HS level work/detail
- Another high school-level sample as agreed upon by ToR/parent/student in advance

Driver's Education

High School students can take a Driver's Education course by choosing one of the approved high school course curricula options found in the High School Catalog for a total of 5 elective credits. This course prepares students for the writing portion of the driver's permit test; although, completion of the course does not result in a driver's permit. Please note, IFs may not be used for behind-the-wheel instruction, as this is the responsibility of the parent/guardian. Driver's License information can be found at the following link: [CA DMV](#).

Diploma

Students will have the opportunity to display a legal name or a preferred name on a diploma using the intent to graduate form. The school considers the diploma to be a ceremonial document, and thus you may enter a familiar or preferred name to be used in lieu of your name of record for this purpose. However, please be advised that in some situations your diploma may need to be used as a legal document, and the name appearing on your diploma may need to match other legal documents you possess. For further information on this, contact the school Registrar.

State Seal of Biliteracy:

In order to be eligible for the State Seal of Biliteracy, students must meet the following criteria:

Proficiency in English shall be demonstrated by one of the following requirements:

1. Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes.
2. Pass the California standards assessment at the “standards met” or above in English language arts (ELA) set for native English speakers at the 11th grade.

Demonstrate proficiency in one or more languages—in addition to English—by accomplishing **one** of the following:

1. Score three or higher on an Advanced Placement (AP) world language examination.
2. Score four or higher on an International Baccalaureate world language examination.
3. Score at the “proficient” level or higher on a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English.
4. Successfully complete a four-year high school course of study in a world language and attain an overall grade point average of 3.0 or above in that course of study, **including oral proficiency.**
 - i. Successful completion of high school level courses completed in another country in a language other than English with the equivalent of an overall grade point average of 3.0 or above, as verified through a transcript
 - ii. Completion of one or more world language courses at a public higher education institution or an independent institution of higher education with a grade point average of 3.0 or above and oral proficiency in the language
5. Per the CDE: In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California Education Code Section 51461). If students have a primary language other than English, they must meet the criteria in items 1–3 above and also obtain a score of 4 on the English Language Proficiency Assessments for California Development Test (ELPAC).

Excel Academy offers a language exam option for students who have no language course or assessment offered at their school through Language Bird. Instructional funds may be utilized to

pay for this language assessment. It is each student's responsibility to review yearly assessment dates. Assessments are typically administered once in the fall and once in the spring. Language Bird provides a variety of language assessment options and families will need to review the list as these are subject to change from year to year.

Instructional Funds and Content and Community Provider (CCP) Policies

Excel Academy has a list of community providers who deliver an array of products and services to enrolled families. Currently enrolled parents and ToRs are able to request new community providers. Excel does not accept solicitations.

Content and Community Provider (CCP) must complete the CCP application process. For service CCPs who work directly with Excel students, they must complete Live Scan fingerprint background checks and submit proof of commercial liability insurance. Please understand this is an important step to protect your students. If a CCP does not wish to complete all parts of the application, including the Live Scan fingerprint background check and insurance requirements, the application cannot be approved. Families that join Excel Academy have access to the approved CCP list.

Instructional funds (IFs) are dispersed at the discretion of the ToR and the Student Services Department among approved CCPs.

Educational material CCPs provide educational curriculum, books, materials, and supplies for Excel Academy students. Items ordered should be basic in quality and appropriate to the student's age, grade, and need. IFs depreciate daily depending on the day of actual enrollment and must be used in the same academic year.

Educational services are provided by a CCP Course Instructor. This person(s) or facility provides academic tutoring, supplemental academic classes, art/music lessons, physical education classes, or other supervised/guided instruction. A service order request does not guarantee placement in a CCP's class. The parent must communicate directly with the CCP to ensure the CCP has open spots in a class.

All purchase orders must be created prior to using services or ordering materials. Excel Academy will not reimburse parents directly. If on a *rare* occasion, a CCP agreement has expired

or dissolved, Excel Academy cannot pay for services or materials purchased from them. The ToR will notify families who happen to order something from a CCP such as this.

Additional Documents for Parent Use

- [Ordering Guidelines 24/25](#)
- [Student Services Department FAQ](#)
- [Parent Purchase Order Training 24/25](#)

Find a CCP Near Your Home

Excel Academy has an interactive map tool that allows you to search for CCPs in a specific area. You are able to search by CCP name, subject, or area of service. To view the CCP map, click [here](#).

To use this map follow the simple steps below:

- Enter your search criteria into the appropriate box.
- The list will be populated based on your entry.

Family CCP Agreement

A signed copy of the [Family Content and Community Provider \(CCP\) Agreement](#) must be on file before the family can begin placing purchase orders for services. The ToR will go over the Family CCP Agreement carefully with each parent before signing. The ToR may be asked to produce a copy of the signed Family Content and Community Provider (CCP) Agreement at any time.

Instructional Funds (IFs)

Depending on grade level and date of enrollment, between \$3,400-\$3,900 will be allotted to each student, with which families can select approved educational materials and services.

Funds may only be used during the school year in which they were allotted and do not carry over from year to year. Use of IFs is up to the discretion of the ToR . Funds are prorated after the first day of the school year.

The IFs are as follows:

Personalized Path

TK-8th \$3,400

High School \$3,900

The IFs are disbursed in multiple allotments:

TK - 8th \$1,700 in August, \$1,700 in December

High School \$1,950 in August and \$1,950 in December

Virtual Path**1st - 8th** \$2,100**The IF's will be disbursed in multiple allotments:****1st - 8th** \$1,050 in August, \$1,050 in November**Criteria for Materials That Can Be Purchased with IFs**

Excel Academy receives funding from the state to support student learning and progress toward the standards. Therefore, IFs need to be spent on educational items that meet the criteria below. ToRs will consult with the Student Services Manager for additional clarification on acceptable IF purchases. The list below should not be considered as all-inclusive and Excel Academy reserves the right to the interpretation of the below criteria and to exercise final judgment on how IFs will be used.

General Criteria:

- Educational curriculum ordered is appropriate for the student's courses and learning plan.
- Materials must be used to meet state and school standards for the student for whom the materials are being purchased.
- All materials must be non-sectarian.
- As a general rule, **basic, economical items/models must be selected**. If the student requires a higher-priced, less than basic item/model, a statement from the ToR justifying the purchase may be required.
- School & office supplies adequate for learning basic course skills (paper, pencils, etc).
- Materials for a documented educational project: fabric, wool, yarn enough for one project (exception: no food purchases allowed.) ToRs are responsible for monitoring the quantities of items purchased.
- Educational software to instruct and enhance learning in a subject area.
- Materials must not expose the ToR or student to danger or serious injury.
- Tracking forms & educational plans are required for certain items.
- School sponsored field trips.
- No more than 2 black printer ink cartridges and 1 color ink cartridge per semester.
- Only 2 reams of paper are allowed per semester per student.
- Organizational items if only intended to be used by the student explicitly for the organization of school supplies.

Disallowed Items:

Disallowed Items: (Please see complete list [here](#))

If a ToR inadvertently orders materials from this list, the ToR will collect the materials and return them to school administration.

Disallowed Items by Category:	Household Furniture	Technology	Personal Items	Kitchen	P.E. Equipment	Art	Outdoors	Music	Dangerous Items
	Furniture	Computer Parts	Toys or items with no educational value	Popcorn Popper	Skis	Epoxy/Resin	Grass Watering Kits	Tuner	Knives
	Storage	Accessories & Software(1)	Personal Hygiene	Trays	Bicycles	Cricuts & Accessories	Garden Ponds	Instrument Stools	Poisons
	Storage containers	Phones	Costumes	Plates	Tricycles	Vinyl	Swimming Pools	Drums	Darts
	Picture Frames	Dictation Equipment	Uniforms	Silverware	Scooters	Heat Transfer Paper	Watering Cans	Electric Guitars	Sharp Items
	Footrest	TV's	Clothes	Food Coloring	Yoga Mats	Wax	Sharp Gardening Kits/Tool Set	Amplifier	Bow & arrows
	Chairs	3D Printers & Filament Refills	Makeup	Basic Kitchen Items	Weights	Wax Stamp Kits	Already grown plants	Cello	Weapons
	Lapdesks	Ink (2)	Jewelry	Kitchen Scale	Gloves	Hot Glue Guns	insect lore (1 per semester)	Harp	Welding Equipment
	Iron	Coding Robots over \$80+	Backpacks	Disposable Gloves	Mitts	Pottery wheels	Bubbles/Bubble Machines	Piano	Explosives
	Bookshelves	VR Goggles	Power Tools	Chef Hats/Hair Nets	Bats	Large Easels		Keyboard over \$75	Weedkiller
	Washer/Dryer		Wrapping Paper	Aprons	Rackets	Dried Flowers			Insect Repellant
			Gift Bags		Helmets				Fertilizer
			Soap Making Kits		Golf Clubs				
			Candles		Paddleboards				
			Fingertip Moisturizers		Gymnastics Equipment				
			Hairspray Bottles		Hockey Equipment				
			Balloons		Pogo Sticks				
			Rolling Whiteboards (3)						
			Household Cleaning Supplies						
			Hand Sanitizers						
			Fidget Toys						
			Rubix Cubes						

- (1) Accessories (ie. Tablet covers) & Software cannot be purchased for non-Excel-owned technology
- (2) Printer ink can only be purchased for an Excel purchased printer (No personal printer ink allowed)
- (3) Whiteboards must be within 48 x 36 inches
- (4) Must be taking an ETL/ VCI Music Class & Needs to be Returned at the end of School Year
- (5) Need to include an explanation for sticker purchase in the internal notes.
- (6) Please explain the reason or need to purchase knitting materials, cannot be purchased in excessive amounts

Disallowed Educational Activities

The following activities are examples of disallowed activities that cannot be paid for with IFs since they impose high liability and/or political risk to the school. Community providers who provide the below services will not be approved.

- Scuba Diving
- Skydiving
- Religious or sectarian, services or materials
- Water/Jet Skiing
- Skiing/Snowboarding
- Aircraft-related activities
- Behind the wheel driver's education/training

- Any motorized vehicle operation
- Extreme sports that expose the student to unnecessary risk: outdoor rock climbing, white water rafting, paragliding, etc.

Additional Guidelines for Specific Items

Excel Academy can only purchase the type of supplies that could be found in a brick and mortar public school. We also cannot pay for high priced/overpriced lessons, classes, or materials. Please refer to the [Disallowed List](#) for a detailed list of disallowed items.

Sectarian Materials

School materials cannot have sectarian/religious content. The Teacher of Record will ensure sectarian/religious materials are not ordered with IFs.

Computer Ordering Policy

Technology Options:

At Excel Academy, we value the use of technology as a powerful educational tool. Therefore, we offer our students a variety of technology options for purchase with IFs. Please be aware that, like all school materials, computers ordered with IFs are property of the school and **must be returned** when a student's enrollment in the school ends.

Technology Policies

- Environmental waste fees and warranties for school owned computers **must be** purchased with IFs.
- All families must have the [EACS Technology Agreement](#) on file and uploaded to SIS under notes with their ToR, **PRIOR** to purchase, to ensure internet safety for students and that internet and computer policies and procedures are followed.
- All accessories and software purchased must be only used for devices issued by Excel Academy. Excel Academy does not assume any liability for accessories and software installed on or used with non-Excel Academy issued devices.
- All Excel Academy issued Chromebooks come installed with GoGuardian, a monitoring and filtering system that allows Excel Academy to block inappropriate or time wasting internet usage, and tracks all student searches and visited websites. Due to this, Excel Academy is notified when a student makes an inappropriate or harmful search, and will contact the parent/guardian to alert them of their student's inappropriate usage of their Chromebook, as determined by the school Principals.
- Please note that computers don't come with any additional software (e.g. Microsoft Word).

- A list of available technology options may be obtained through your Teacher of Record. All computer orders must be placed according to the options listed on the computer options document.
- One computer or tablet per student TK- 12th grade until the computer is unable to provide adequate support to participate in the educational program and complete assigned work.

Return Policy for Materials Content & Community Providers (CCPs)

An Education Materials CCP is a business that provides curriculum, books, and school supplies. When placing material (EMR) orders, please research and choose wisely with careful consideration. Many CCPs do not accept returns from a school, and funds cannot be returned to individual student accounts. If a return is allowed, shipping costs will be deducted from the student account.

Cancellation Policy

We cannot cancel an EMR order after they are processed and sent to the CCP. Once materials are requested, the Student Services Department will order them and they cannot be canceled. If an order has not been processed and is still in "Pending Status," the ToR can cancel or edit the purchase order in OPS. For VCI orders, CCPs must be notified of cancellation prior to orders being canceled in OPS.

To cancel a purchase order in the prepending stage, you must pull up the purchase order by completing a search. Then click on the drop down menu "**Pending**" and choose "**Canceled**." Then click "**Update Order**." If you don't click "**Update Order**" the order will not cancel.

The VCI Cancellation Policy states that classes must be canceled with two weeks notice given to the content and community provider. Excel Academy will not pay for any missed classes with the content and community provider. **Any content and community provider-specific cancellation policies are the sole responsibility of the parent.**

Backordered Items

If the ordering window has closed, the parent cannot request an alternate item for backordered or canceled items. Please complete your orders well in advance of the deadline.

Ordering Deadline

April 18th, 2025 is the deadline for the parents to get PO requests submitted for review. ToRs will submit all approved orders requests no later than April 30, 2025. After the deadline, no purchase orders can be submitted. IFs do not roll over from year to year. If the IFs are not used by the deadline, the parent will no longer have access to them.

Intervention

The state of California requires every public school to have a *Multi-Tiered System of Support (MTSS)* in place to help students reach state standards. (Link provided: [CDE's Definition of MTSS](#))

WIN Interventions:

What I Need (WIN) interventions provide quality instruction & progress monitoring for students who are performing below grade-level standards on local, state, and/or ToR proctored assessments.

WIN Assignments:

Students with qualifying data are required to choose an intervention from our WIN Menu and complete weekly WIN assignments per the Acknowledgement of Responsibilities signed with the Master Agreement. Failure to complete intervention assignments for a period of five school days or more may result in a PIN.

WIN Live (Small Group Instruction):

Students will regularly attend required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend intervention classes for a period of five school days or more may result in a PIN.

Student Success Team (SST)

The Student Success Team (SST) is a group that meets to develop strategies and interventions to assist an individual student with academic, and/or behavioral needs. The support provided is personalized for each student. The SST sets goals and closely monitors student progress throughout the year. If you would like an SST meeting for your student, please reach out to your ToR.

504 Plans

504 Plans provide eligible students with accommodations to ensure equitable access to their education and/or their learning environment. Section 504 is a federal law, which prohibits discrimination against individuals with a disability. This law defines an individual with a disability as anyone who exhibits any of the following conditions:

A mental or physical impairment which substantially limits one or more major life activities. The major life activities include, but are not limited to, caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, and/or major bodily functions.

To be covered under Section 504, a student must be between 3 and 22 years of age (depending on the program as well as state and federal law), and must have a disability that *substantially* limits the child in one or more major life activities or major bodily functions. [34 C.F.R. §104.3(k)(2)]

If you have questions regarding 504 Plans, please contact your ToR or the 504 Coordinator, April Saade at asaade@excelacademy.education.

If a student enters Excel Academy with an existing 504 Plan, the plan will be reviewed and confirmed with the student, parent/guardian, and our team. In addition, all 504 Plans will be reviewed annually to ensure they are current and properly meeting student needs.

Special Education

At Excel Academy, we are committed to serving all students, including those with identified special needs. Special education and related services are available at no cost to enrolled students with Individualized Education Plans (“IEPs”) and include a full continuum of services and supports. We receive guidance regarding special education best practices, policies, and procedures from the Sonoma County Charter SELPA. At any point, if parents/guardians or members of a student’s school team suspect that a disability is impacting a student’s ability to adequately progress within the general education environment, they should contact their ToR for more information regarding the special education referral process.

For more information regarding the Special Education department, please [click here](#) to read the Special Education Handbook.

Certificate of Completion (COC)

Students with identified unique needs related to a significant disability condition are eligible for an alternate High School completion option, per their active Individualized Education Plan (“IEP”). If it is determined by the IEP team that the appropriate High School completion path is

a Certificate of Completion (“COC”), the student will be required to meet the following requirements:

1. 30 Credits Language Arts
 - a. Three years/six semesters
2. 20 Credits Mathematics
 - a. Two years/four semesters
3. 10 Credits Life Science
 - a. One year/two semesters
4. 10 Credits Physical Science
 - a. One year/two semesters
5. 20 Credits Social Studies
 - a. Two years/four semesters
6. 20 Credits Physical Education (Unless the pupil has been exempted pursuant to the provisions of EC Section 51241.)
 - a. Two years/four semesters
7. 25 Credits Employment, Education, and Life Skills (Minimum five credits/one semester required in each category)
 - a. Two and a half years/five semesters

Assessments

Report Cards

Students in grades TK- 12 will receive report cards to document progress and growth following the end of each semester with Excel Academy. The grades administered on the report card are final as determined by the ToR and the administration.

Grading Scales

TK-5 Students

The 4 – 1 grading scale that Excel Academy implements will give parents a clear understanding of student performance and progress.

4 Exemplary: Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student is working above grade level and produces outstanding work with little help or reteaching.

3 Proficient: Student consistently demonstrates an understanding of the standards, concepts, and skills taught during this reporting period. Student is meeting grade-level expectations, and able to complete assignments with appropriate amount of instruction and assistance.

2 Approaching Proficiency: Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period. Student is working towards grade-level expectations. Student requires tools and reteaching to understand concepts being taught, or works at a slower pace.

1 Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working far below grade-level expectations. Student may have difficulty understanding new concepts.

***Please understand that a student who earns a “3” is at grade level and is where he/she needs to be working at this time. A student who earns a “4” is working above grade level and consistently provides excellent work in ALL areas of the course.**

6th - 12th Grade Report Cards - Required

Letter grades are based on the student’s overall performance.

1. Student’s overall academic performance in each area (ELA, math, social studies, science, physical education, and high school specific courses) is evaluated using the following criteria:
 - a. Observation
 - b. Graded student work
 - c. Chapter quizzes/tests
 - d. Parent/guardian input
 - e. Discussion at Learning Period meetings
 - f. Professional judgment

Students in grades 6 through 12 will earn grades using the standard A-F scale (see below). Grades will be specific to the grading scale.

**Outstanding performance in mastering of the subject.
Achievement of superior quality.
Credit will be issued for high school courses.**

99 - 100 = A+
93 - 98 = A
90 - 92 = A-

**Consistent performance in achievement beyond the usual requirement.
Achievement of high quality.
Credit will be issued for high school courses.**

88 - 89 = B+
83 - 87 = B
80 - 82 = B-

**Performance meets grade-level standards and expectations.
Achievement suggests sufficient understanding of the subject/course.
Credit will be issued for high school courses.**

78 - 79 = C+
73 - 77 = C
70 - 72 = C-

**Minimally acceptable performance of course-level material.
Achievement suggests below average understanding.
Credit will be issued for high school courses, but will not provide a-g designation.**

68 - 69 = D+
63 - 67 = D
60 - 62 = D-

**Achievement is at a level insufficient to demonstrate understanding
of the basic elements of the course, and will not count towards
graduation requirements.
Zero credit will be issued for high school courses.**

59 and below = F

*****Students taking courses from a community provider issuing a transcript and/or
Community College courses will be graded by the instructor teaching the course.**

EACS requires report cards for TK - 12th grade students. Exception to numerical grades:
a. Approved students taking high school courses must earn letter grades for those
courses

Grades and GPA

A GPA stands for a student's grade point average. A student's GPA is the total of all high-school course grades earned in high school and is divided by the total number of credits completed. Excel Academy requires students to earn a minimum of a D to pass a class and earn credit toward graduation. A total of 220 credits must be earned in order to graduate high school. Excel Academy reports grades on a 4.0 scale with additional points being given for Honors, Advanced Placement, and Concurrent Enrollment courses.

State and Local Assessments

Standardized Testing

The California Assessment of Student Performance and Progress (CAASPP) is the state-mandated academic testing program. All charter schools are required to administer the CAASPP as well as other state-mandated assessments such as the ELPAC and PFT (Ed. Code, § 47605(c)(1)). CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. Following the spring of each year, individual student test score reports are provided to parents. Student score reports will include an overall score and a description of the student's achievement level for English Language Arts (ELA) and mathematics.

There is no law permitting a parent to opt out of the school's internal assessments, and therefore, students are required to participate in all internal/alternative assessments offered. Students who do not participate in the required assessments will be issued a Progress Improvement Notification (PIN) for each missed assessment. Upon the third Progress Improvement Notification, the student is subject to involuntary withdrawal.

Effective in 2022, when students do not participate in CAASPP testing our charter school will suffer significant penalties when reporting the school's performance measurement on the California state dashboard. Students who do not participate in testing will ultimately be assigned the lowest scale score possible which will hinder the overall performance score of the school. Charter Schools who are designated as low performing are subject to non-renewal. Charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school cannot continue to exist without collecting data on students' performance on a variety of assessments and indicators. When a charter authorizer or county office of education is evaluating whether to approve and/or renew a school's charter petition, "increases in pupil academic achievement" is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Therefore, it is important during the revocation and renewal processes for a school to gather as much positive academic

achievement data as possible to show progress in student performance. Evaluating graduation, attendance, suspension, and English Learner (EL) reclassification rates are also ways to show student progress. However, student participation and performance on state mandated assessments (CAASPP) is the used method, and results are indicated on the California School Dashboard and System of Support. The CA Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling (<https://www.cde.ca.gov/ta/ac/cm/>). **Please remember that results and attendance from all state tests are directly tied to school funding per recent LCFF legislation and are an integral part in maintaining partnerships with our chartering school districts. At Excel Academy, our priority is always our students and sustaining longevity in the incredible model we offer to our families.**

If you have any questions, please contact Excel Academy's Director of Assessment and Accountability, Jenny Craig at jcraig@excelacademy.education.

English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate assessments: one for the initial identification of students as English Learners (ELs) and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of English language proficiency (ELP) (cde.ca.gov).

- Grades K-12
- English Learners only
- Test Administration
 1. Initial Identification - When student enrolls with Excel Academy - Dates and Locations TBD (Assessment will be administered by trained proctors.)
 2. Annual Summative Assessment - Beginning in the Spring (Assessment will be administered by trained proctors.)
- Results are provided by the California Department of Education and sent to the school. Once received, parents will receive a letter explaining student score reports. Parents may also access test results through the parent portal.
-

***See [Title I & Title III](#) section for more information on English Learner Curriculum*

Criteria for Reclassification to Fluent English Proficient (RFEP)

In order to be reclassified to fluent English proficient (RFEP) and exit the EL program, students must meet the following criteria:

- Minimum ELPAC overall score of 4
- Teacher Evaluation
- Parent Approval
- CAASPP - Smarter Balanced and/or Local Assessments can also be used in determining student readiness for redesignation

CAASPP - California Assessment of Student Performance and Progress

California Science Test (CAST) – Computer Based Assessment

- The California Science Test (CAST) is an online test based on the California Next Generation Science Standards (NGSS).
- Participation in the CAST is required for all students in grades five and eight and for the pre-selected high school grades.
- All local educational agencies (LEAs) with eligible students in grades five and eight will administer the CAST. LEAs with eligible students in high school (i.e., students in grades ten, eleven, or twelve) will be pre-selected to participate in the spring assessment. The CAST uses the current California Assessment of Student Performance and Progress test delivery system and will only be administered online (www.caaspp.org).

Smarter Balanced Assessment Consortium (SBAC) – Computer-Based Test

With new state standards, students are working harder, thinking more critically, and applying their learning to the real world. To measure these new standards, educators from states using Smarter tests have worked together to develop new, high-quality tests in English and math for grades 3–8 and 11. Using computer adaptive technology, the tests are customized to every student (smarterbalanced.org).

- Grades 3 - 8 and 11
- ELA and Math – Computer Adaptive Tests (CAT)
- ELA and Math – Performance Tasks (PT)
- CAASPP - SBAC spring testing - Dates and Locations TBD
- Information for the SBAC ELA/MATH/CAST will be emailed to parents in early spring.
- Technology usage by students is prohibited in the designated testing rooms.
- During testing, cellphones are highly discouraged, and *no* electronic devices are allowed at the test sites, including smart watches.
- If testing in person, parents are notified when students have completed testing by a proctor at the site.
- If testing in person, parents are welcome to stay in the waiting area at most sites, but are not allowed in the testing rooms.
- If testing is in person, a Photo ID may be *required* at pick-up.

- If testing in person, siblings picking up students **MUST** be old enough to have a photo ID and must be identified at the time of check-in.
- If testing in person, students may bring water and lunch to testing in a clear bag. Backpacks are not allowed.
- Students will be encouraged to take breaks during testing (i.e. restroom and snack breaks).
- Parents **MUST** review this information with their students.

Testing Resources

For additional information regarding assessments, please refer to Excel Academy's website under *Assessments*. For **CAASPP AND ELPAC practice tests**, please refer to the *Assessment* tab.

Smarter Balanced Assessment Consortium (SBAC) and the California Standards Tests (CAST) for Science

There are four major types of questions that students may see: multiple choice, multiple response, short answer, and performance assessments. We encourage you to explore and discuss the practice tests with your students. Please note that some of the practice tests do not provide answers or a score; however, it does provide your students with the experience of navigating through a sample test session, which is important to practice.

Additional Resources:

- Utilize the i-Ready personalized lessons to strengthen skills and close learning gaps.
- EACS test prep packets are provided to students in grades 3-8, and 11 in ELA and math.
- EACS virtual test prep sessions will be offered in February and March.

Physical Fitness Test (PFT)– California

The PFT provides information that can be used by (1) students to assess and plan personal fitness programs, (2) teachers to design the curriculum for physical education programs, and (3) parents and guardians to understand their children's fitness levels. The program also provides results that are used to monitor changes in the physical fitness of California students. By law (Education Code (EC) Section 60800) public schools are required to administer the PFT annually to all students in grades 5, 7 and 9 (cde.ca.gov).

- Grades 5, 7, and 9
- Dates vary in the spring - Your ToR will provide all necessary information and details regarding testing

- The PFT is administered by ToRs who will provide Excel Academy's Director of Assessment and Accountability with the results for each student tested.
- Students with testing accommodations will have them outlined in their IEPs or 504 Plans.
- If a parent states a student needs additional support, the ToR will need to notify the Director of Assessment and Accountability to verify accommodations.

Testing Includes:

1. Aerobic Capacity – One Mile Run
2. Abdominal Strength and Endurance – Curl Up
3. Upper Body Strength and Endurance – Push – Up
4. Trunk Extensor Strength and Flexibility – Trunk Lift
5. Flexibility – Shoulder Stretch
6. Recording of Height and Weight

*The Healthy Fitness Zone standards are available at the following California Department of Education Website: [FITNESSGRAM: Healthy Fitness Zone Charts](#).

i-Ready Benchmark Assessments – Computer-Based Tests

i-Ready benchmark assessments are adaptive diagnostic tests that will indicate mastery and identify learning gaps for students in grades K-11. This required assessment will be proctored virtually in the fall, winter, and spring by the ToRs to provide staff and parents pertinent knowledge to assist with academic support and guidance, and in the spring, to determine growth and goals prior to state testing.

- Test Administration *****ToRs will send out specific information regarding the available test sessions and specific testing dates.**
 - Testing window #1 - Fall - Testing takes place when school begins for ALL K-11th GRADE STUDENTS
 - Testing window #2 - Winter - WIN AND SHORELINE STUDENTS (REQUIRED) & THOSE WHO CHOOSE TO TAKE A MID-YEAR ASSESSMENT
 - Testing window #3 - Spring - Testing is in March for ALL K - 11th GRADE STUDENTS
- The benchmark assessments will be administered virtually by the ToR within the set testing window, unless a different method or timing of administration is required per the student's active IEP or 504 Plan. Newly enrolled students will be required to take the i-Ready assessments upon enrollment.

- ToRs must make sure each student on their roster (grades K-11) has completed the assessments within the set testing windows. Individualized follow-up lessons will be automatically created for students once the assessments are completed. These lessons are highly encouraged for additional support to promote growth and progress for students scoring in 8th grade or below. Ask your ToR for specific details.
- Students who test without ToR supervision will need to retake the assessment(s).

*iReady requirements for Shoreline and WIN students will be discussed directly with the parent. There will be a required mid-year i-Ready assessment to check student progress.

Student Testing Participation Requirement

All students currently enrolled in Excel Academy are required to participate in the aforementioned tests (where applicable). **Failure to participate or satisfy assessment requirements will result in PINs being issued to the student.** Alternative paper pencil assessments are subject to be given virtually by the ToRs only if in-person meetings/testing sites are not in place. Please refer to Excel Academy's PIN Policy.

High School Assessments

Final exams - If a high school course requires a final exam, the ToR will proctor the exam.

Field Trips

Excel Academy offers a wide variety of field trips and community events. Field trips may consist of historical reenactments, plays, musicals, libraries, museum tours, and so much more. Excel Academy's Field Trip Coordinator will be working throughout each school year to provide engaging, interactive, and educational opportunities for students and parents to participate in and around their community. Participation on the part of students and parents is optional. Excel Academy does not provide transportation to and from these events. Parents/Guardians must be in attendance with their student(s) on Excel Academy field trips and at events. The out-of-pocket parent/non student sibling (not of school age)/student tickets must be paid during registration. If students are using IFs, the amount will be removed at the close of the registration window.

California Education Code Section 35330(d) *All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.* **ARTICLE 13. Excursions and Field Trips [35330 - 35332]**

Instructional Funds for Field Trips

Students may use IFs to register for field trips. Your ToR will be notified to pull those funds at a later time. Please take note of the amount that will be pulled and make sure you have funds to cover the trip. If you do not have enough funds, you will need to pay out of pocket or forfeit your spot.

Students who use IFs for field trips must provide evidence of learning to their ToR for that day. This evidence can be used as a work sample for that learning period.

Refunds

There will be no refunds for purchased tickets once the registration and/or deadline has closed, and no late registrations are honored. Please reach out to your ToR with any questions regarding field trips and registration deadlines. If a field trip or event is canceled, Excel Academy cannot guarantee a refund nor guarantee the same field trip will be rescheduled. Any refund extended to Excel Academy will be given to families.

Clubs, Programs, Student, & Parent Opportunities

GATE - Gifted and Talented Program

The GATE program at Excel Academy provides specialized educational opportunities for 3rd-8th grade students who demonstrate exceptional abilities or potential in academics, creative pursuits, and/or problem-solving. The program is designed to meet the specific learning needs of gifted and talented students, allowing them to develop their abilities to the fullest extent.

The GATE Program hosts in-person enrichment activities including STEM projects, field trips, and competitions. We recognize that gifted students often have unique social and emotional needs. The GATE program encourages the development of healthy peer relationships, supports students in coping with perfectionism and academic pressure, and fosters a sense of belonging with like-minded peers.

GATE testing is provided annually and participation is voluntary.

eSports

Excel Academy's eSports club focuses on sportsmanship, honor, respect, self control, self respect, as well as mutual respect for other gamers. The eSports club allows our students to improve their skills in gaming, teamwork, communication, and student collaboration. Students in grades 9-12 who are interested in competing in a fun, online environment are welcome to join.

The evidence is in, eSports is a fast growing industry! Colleges are looking for students with eSports experience. Additionally, playing video games can sometimes be isolating or played with people we don't know. This club helps to build student relationships under the advisement of a credentialed Excel Academy teacher.

Parent Advisory Committee

Excel Academy sponsors a Parent Advisory Committee (PAC), comprised of parents from the Excel Academy community, which meets regularly as is dictated by Excel Academy and serves to address and recommend changes to the Excel Academy Administration regarding specific areas of school operations and community. This includes but is not limited to:

- Curriculum/Instruction/Assessment
- Community Connection and Events
- Fundraising and Grants
- School Program Development

The PAC shares information about the school with the parent community, invites feedback and ideas from the parents on the school, and involves students in the school conversation. Dates of future meetings will be posted at least one month in advance. Certificated and classified staff members are welcome and encouraged to attend if their duties permit. PAC is chaired by the Excel Academy Director or their designee.

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. This ensures that Excel Academy staff members practice open and positive communication with families. To that end, we welcome any inquiries into parent participation in the committee. Please use the following link to provide parent feedback:

[Click here to complete the PAC feedback form.](#)

Student Council

Excel Academy Student Council is a both a junior high and high school elective class for students from grades 7-12 that develops, strengthens, and encourages students to become everyday

school leaders. Students meet virtually twice weekly and are trained on how to develop characteristics of a successful leader and apply these skills to their own life. Student council members help develop quarterly events such as our annual beach clean-up day as a way to give back to the community. These students choose to take the next step forward in maintaining Excel Academy's high standards and dedication to serving our families well.

Leaders are not one-size fits all, and whether you are quiet and more introverted, or enjoy talking with everyone, there are many leadership opportunities for every student.

Theater Arts

The Excel Academy Theater Arts program is a new and exciting program for students of all ages! Each week students delve into the captivating world of theater, dance, and voice. In a supportive and engaging atmosphere, students will not only have a blast, but also forge lasting friendships and enjoy the countless rewards of a well-rounded theater education. At the end of each semester, they'll showcase their newfound skills in a dazzling musical theater production, complete with costumes, sets, stage lights, and resounding applause.

A theater education fosters creativity and self-expression, empowering students to confidently explore their unique artistic voice. Additionally, it cultivates essential life skills such as self-confidence, teamwork, communication, and empathy. Most importantly, participation in EACS Theater Arts provides the opportunity to meet other Excel families and be a part of this nurturing, artistic community.

Work Permits

Students interested in requesting a work permit must comply with Excel Academy's policy.

- Maintain full-time enrollment at Excel Academy (5 or more courses)
- Maintain attendance (attend classes on a regular basis and attend all Learning Period meetings with ToR, etc.)
- Maintain a 2.0 GPA average
- Display acceptable behavior in school and out of school
- Submit all coursework samples on time each Learning Period.

*New students must provide current report cards and/or official transcripts, behavior records, and attendance records from previous school.

General Work Permits:

All students under 18 years of age that would like to obtain a work permit shall follow these directions (not for Entertainment Work Permits, see the directions below for Entertainment Work Permits).

- Parents may print the B1-1 form (Statement of Intent to Employ a Minor & Request for a Work Permit) from their parent portal.
- Parent/student must complete their sections on the document, and then have the employer complete their section, prior to emailing it to Excel Academy for authorization.
- All parent and employer sections must be completed for Excel Administration to review
- Once the document is completed by the above mentioned parties, student will email it to Excel Academy's Registrar office: registrar@excelacademy.education.

*Parents/students must adhere to the state and federal laws that pertain to child labor as well as the school policies mentioned above.

Entertainment Work Permits:

- Application to work in the entertainment industry can be found on the CA Dept. of Industrial Relations website <https://www.dir.ca.gov/DLSE/OnlinePermits.htm>.
- Parent/student must complete their sections on the document and then email it to Excel Academy's Registrar office registrar@excelacademy.education.

*Parents/students must adhere to the state and federal laws that pertain to child labor as well as the school policies mentioned above.

Outline of Violations that May Result in Involuntary Removal

Attendance

Regular attendance is very important to the success of both your student and our school. Charter schools are funded based on "average daily attendance" or ADA. "Attendance" means when a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).)

Since our schools are non-classroom-based instructional programs, ADA is calculated based on the work completed by the student on school days and submitted by the due dates established in

the independent study Master Agreement. The assigned teacher subsequently assesses the student's work to determine whether the time value ascribed to the assigned educational activities amount to a full day of attendance. It's important to stick to a regular work schedule/calendar so your student can clearly identify daily engagement each school day in required educational activities to an extent sufficient to constitute at least one day of time value. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

In California, each person between 6 and 18 years of age, unless otherwise exempt by law, is required to attend school full-time with regular and punctual attendance, and schools are required to enforce this compulsory attendance law. (See Ed. Code, § 48200 *et seq.*) A student's failure to complete assignments on-time may subject the student to discipline, removal from the school, and/or being classified as truant and reported to the proper authorities. Please review the detailed Attendance, Progress Improvement Notification (PIN) and Involuntary Withdrawal policy found in the EACS Handbook.

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://excelacademy.education/our-board/board-policies>

Behavior

Excel Academy takes behavior violations seriously and will not tolerate inappropriate behavior. Students who cheat, cause disruption in Excel Academy classes or events, use inappropriate language, demonstrate dishonesty, or plagiarize will receive a Behavior Improvement Plan (BIP) and are subject to consequences such as failing a class. Repeat offenses of these violations may result in involuntary withdrawal.

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. A list of these offenses are outlined in Education Code Section 48900 *et seq.*, and are detailed in Excel Academy's charter petition.

Behavior Improvement Plan (BIP)

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 from Excel Academy.

For students who commit violations such as [academic 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, creating a plan of action for redirecting future behavior, writing a letter of apology, rewriting an assignment in question, removal from extra-curricular and/or co-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. For the second offense, 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 on 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 non charter schools' list of offenses and procedures to establish its 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.

Acknowledgement Of Responsibilities

I, the student, agree to:

- The terms as outlined in the Master Agreement.
- Complete coursework as outlined in the Master Agreement and as assigned by the credentialed teacher.

- Participate in a full academic school day, with the following average hours as guidelines: TK-K 4-hours/day , Grades 1st -8th 5-hours/day, Grades 9th-12th 6-hours/day.
- Attend all required meetings as scheduled and on-time.
- When in a virtual setting I agree to have my camera on and show my face.
- Come prepared to each Learning Period (LP) meeting with the body of work assigned by your ToR. The work should be complete and legible, with clear feedback/grades provided
- Stay on pace to complete my assignments each week. Should I need additional support, I will request it from my ToR.
- Students registered in ETL courses or the Virtual Pathway agree to:
 - Arrive promptly and come prepared each school day to submit or complete assignments as directed by the classroom teacher. Submitted work should always be complete and legible.
 - Attend all scheduled classes, conferences and meetings, actively participating and engaging with participants.
- Complete intervention assignments as required (WIN, ELD, etc). Failure to complete intervention assignments for a period of five school days or more may result in a PIN.
- Regularly attend required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend intervention classes for a period of five school days or more may result in a PIN.
- I understand that failure to complete intervention requirements for a period of five school days or more may result in a PIN.
- Complete all required assessments, including the following: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, Physical Fitness Testing (PFT), Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions, including virtual forums. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Use school-issued technology for school-related learning and assignments only, treating it with care and respect.
- If my behavior does not comply with school expectations I may receive a Behavior Improvement Plan (BIP). Three or more unexcused absences will result in a Progress Improvement Notification (PIN).

** Failure to complete mandated school-wide assessments may result in Progress Improvement Notifications (PINS) being issued. Please see the Parent Handbook for a description of the Progress Improvement Notification (PIN) process.*

I, the parent/guardian agree to:

- Prompt, timely, and effective communication with staff within 48 hours, excluding weekends and school holidays.
- Provide necessary documentation or information to the school in order to record attendance in compliance with applicable law.
- Provide the school with all required documentation for continued enrollment, such as proof of residency.
- Provide Excel Academy with in-progress grades if my student enrolls 20 days or more after the start of the semester and understand that in-progress grades will be combined with grades earned at the previous school to award the final semester grade. Request support from my student's assigned ToR or teacher when needed.
- Provide Excel Academy with a copy of either an unofficial or official transcript.
- Provide transportation to my student's scheduled meetings and school assessments.
- Monitor my student's behavior in all school-related classes or activities.
- Ensure my student complete mandated school-wide assessments such as: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, PFT, Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.
- Support my student in the completion of intervention assignments as required (WIN, ELD, etc). Failure to complete intervention assignments for a period of five school days or more may result in a PIN.
- Ensure regular student attendance in required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend intervention classes for a period of five school days or more may result in a PIN.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Use instructional funds for approved requests for VCI courses/classes for participation only on instructional days during the current school year.
- Return all school-issued materials upon disenrollment, involuntary withdrawal, or the designated due date. All school purchased materials will be returned to Excel Academy. All materials are the property of Excel Academy and are on loan to the student while enrolled.

Personalized Path:

- Be responsible for the daily teaching, monitoring, verification, and assessment of all subjects/courses outlined in the Master Agreement.
- Be responsible for the adequate academic progress of my student as determined by the ToR. If a tutor is needed, the tutor's instruction does not supersede my responsibility for the day-to-day instruction and progress

monitoring of my student.

- Attend Learning Period (LP) meetings at a mutually agreed upon location. If a make-up meeting is scheduled by the parent/guardian, it needs to take place within 5 school days of the original meeting. If this does not occur, a PIN may be issued. Parents/guardians that reschedule more than twice per calendar year may be subject to a Progress Improvement Notification (PIN).
- Provide the body of work for each subject/course assigned according to the pacing guide and all necessary paperwork.
- Ensure the student's coursework aligns with grade-level standards, If the ToR finds that the student's course of study is missing key content standards and provides additional assignments/curriculum, the parent is responsible to ensure that content is covered.
- Upon request, provide work samples every 5 school days to designated staff.
- High school students or students taking high school-level coursework must actively attempt and complete a minimum of at least 25-30 credits per semester in order to maintain earning sufficient credits toward graduation (20-25 credits at Excel Academy if the student is participating in concurrent enrollment).
- Junior high students must receive prior approval to enroll in a high school math and/or world language course for high school credit. Credits do not count toward the required credits for graduation.

Virtual Path or ETL Classes

- Provide the needed support for my student to access online learning and actively participate in class. (Ensure students can login to class and curriculum platforms, as well as access needed classroom materials and checklists.)
- Ensure my student has the camera on and their face is in view.
- Ensure my student completes and uploads all assigned work by the due date set by the classroom teacher.
- Any communication in the chat will be on topic, follow school policies, and be appropriate for the school setting.
- Read all school emails, responding to my student's teacher promptly.
- Oversee my student during school hours, ensuring my student is actively engaged during class time and completing all necessary assignments each school day.
- Provide a quiet atmosphere free from distractions such as televisions, cell phones, and gaming devices. Redirect student attention to the class when necessary.

Attend all required school meetings with the student, on time and as scheduled. If any school meeting is held virtually, I agree to show my face and my student's face on camera during the meeting.

- Notifying school personnel at least 24 hours prior if cancellation or change is

necessary.

- Failure to do so for a period of 5 school days or more, will result in a Progress Improvement Notification (PIN).

The charter school has an obligation to provide a Free Appropriate Public Education (FAPE) to every student with an Individualized Education Program (IEP). If my student has an IEP and does not access the special education and related services as outlined in the IEP, the charter school will contact me to discuss the matter and may be required to schedule an IEP team meeting. The IEP team will discuss the reasons for missed or canceled sessions as they relate to the student's unique needs. Parent participation is expected to address the student's access to necessary support and services.

Progress Improvement Notification Procedures

Excel Academy has procedures in place to address violation(s) of school policies and student discipline when it comes to academic progress and behavior issues. These processes are categorized as Progress Improvement Notification (PIN) or a Behavior Improvement Plan (BIP) and detail how Excel Academy addresses a variety of respective infractions.

Progress Improvement Notification Policy

First Progress Improvement Notification (PIN)

If a parent or student fails to meet the responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (AOR), or Independent Study Policy, the school will send a PIN letter to the parent/guardian informing the family that the student/parent has failed to meet the minimum standards of independent study and/or the governing Board policies. The letter will include the reason for the notification so the parent/guardian and student are aware that they are not fulfilling their responsibilities with the school.

Excel Academy defines a missed assignment as anything that fails to meet the Acknowledgement of Responsibilities (AoR) as related to academic progress and may include but are not limited to the following infractions: missing a scheduled meeting, failing to communicate with the Teacher of Record or other school personnel, failing to meet adequate academic progress, lacking adequate work samples, and/or failing to sign required documents.

The reason for the notification is outlined in the PIN letter, per the credentialed ToR, and the student must complete the assignment within the designated time frame. Verification of

completion of the identified assignment is required to ensure the student is making satisfactory progress and meeting their goals.

If the reason for the notification is that the parent/guardian or student did not attend a Learning Period meeting, a follow-up Learning Period meeting must occur within five school days.

Second Progress Improvement Notification (PIN) - Attendance Improvement Meeting (AIM)

If a parent or student fails to meet the responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (AOR), or Independent Study Policy for a second time within the same school year, the school will send a PIN 2 letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the governing Board policies. The letter will include the reason for the notification so the parent/guardian and student are aware that they are not fulfilling their responsibilities with the school.

To determine that independent study is in the best interest of the student, an Attendance Intervention Meeting (AIM) may be held with the school's educational team within five days. The purpose of the AIM will be to review the student's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the evaluation for satisfactory progress as defined by the Board policy. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and support. If the parent/guardian or student does not attend the scheduled Attendance Intervention Meeting (AIM), the meeting will be held with the teacher and school designee, and a third PIN may be issued for failure to attend the required AIM meeting.

If the reason for the notification is that the student failed to complete an identified academic assignment outlined in the PIN letter per the credentialed ToR, the student must complete the academic assignment within five school days.

If the PIN was issued due to a missed LP meeting, a follow-up meeting must occur within five school days of the missed meeting. This meeting will take place to ensure the student has begun making satisfactory progress. If the parent/guardian or student does not attend the scheduled Attendance Intervention Meeting (AIM), the meeting will be held with the teacher and school designee, and a third PIN may be issued for failure to attend the required AIM meeting.

If the student is served under a Section 504 Accommodation Plan and the Attendance Intervention Meeting (AIM) team concludes that the area identified for improvement in the PIN may be related to the student's disability, a Section 504 meeting may be scheduled in conjunction with an Attendance Intervention Meeting (AIM) to ensure that both the General Education requirements and the 504 Accommodation Plans are addressed.

Third Progress Improvement Notification (PIN) - Internal Evaluation

If a parent or student fails to meet the responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (AOR), or Independent Study Policy for a third time within the same school year, the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the governing Board policies. The letter will include the reason for the notification so the parent/guardian and student are aware that they are not fulfilling their responsibilities with the schools. When any student fails to complete three (3) identified assignments (or fails to meet the responsibilities in the Master Agreement Acknowledgement of Responsibilities (AOR), or Independent Study Policy three times) in a school year, the Principal or designee shall conduct an internal evaluation to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined below.

If the student is served under an Individualized Education Plan (IEP) and the Attendance Intervention Meeting (AIM) team concludes that the area identified for improvement in the PIN may be related to the student's disability, the AIM team will share with the SpED Department to review and determine if an IEP meeting needs to be scheduled in addition to an Attendance Intervention Meeting (AIM).

Behavior Improvement Plan (BIP)

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 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, creating a plan of action for redirecting future behavior, writing a letter of apology, rewriting an assignment in question, removal from extra-curricular and/or co-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. For the second offense, 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 on a case-by-case manner.

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

Excel Academy has reviewed Education Code Section 48900 et seq., which describes the non charter schools' list of offenses and procedures to establish its 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.

Involuntary Withdrawal Policy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after three (3) missed identified assignments, an internal evaluation is held by the Principal to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily withdraw the student after the Charter School follows the requirements outlined in the Progress Improvement Notification Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary withdrawal as forth herein.

Procedures

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 outlined in the petition. 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).

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.

Written Notice to Withdraw

The Executive Director or designees shall send written notice of the decision to withdraw, including findings of fact, to the student and student's parent/guardian. This notice will also include: (a) notice of the specific violation committed by the student;

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

1. 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. Review the student's IEP and determine if the student requires any additional supports, goals, or services to address the behavior(s) in question; and
- b. 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 IEP.

The IEP team may also:

- 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.

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.

Special Education Students – PINs

A PIN IEP will be held after a total of five (5) combined PINs. During the PIN IEP meeting, the IEP Team will discuss the reasons for no-shows/missed services and/or AoR violations and will conduct a team review of the student's current IEP in order to consider the following available options

Change of placement for a current special education student, or eligibility determination for a child suspected of being a student with a disability, will be addressed by the IEP team. No student who is known to have a disability condition will be recommended for removal from the current placement unless 1) a Manifestation Determination IEP meeting is convened according

to law and 2) it is determined at that meeting that the concerns warranting removal are not a manifestation of the student's disability.

For more detailed information, please refer to the EACS Special Education PIN Process Policy.

Suspension/Expulsion Procedures

For Excel Academy students within Helendale School District or Warner Unified School District please refer to the suspension policy outlined in our charter petition. A copy will be made available upon request.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
2. Parents or eligible students should submit to the program lead/director a written request that identifies the records they wish to inspect. The program lead/director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
4. Parents or eligible students who wish to ask the school to amend a record should write the program lead/director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
5. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

6. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that processes FERPA complaints are:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if

the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
- To organizations conducting studies for, or on behalf of the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.
- Information the school has designated as "directory information" under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production
- An annual yearbook
- Honor roll or other recognition lists
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your child's education records without your prior written consent, you must notify the school and "opt out" of the directory.

Any and all of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name
- Address
- Date of birth
- Dates of attendance (*e.g.*, by academic year or semester)
- Current and previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

Title IX Notice of Nondiscrimination

Excel Academy is committed to providing an educational and work environment that is free from discrimination and harassment, including discrimination and harassment based on any protected category, and an environment free from retaliation for participation in any protected activity covered by this policy. Excel Academy will ensure equal rights and opportunities in accessing education programs, activities, and facilities and prohibits discrimination or harassment based on the following categories: race, color, religion, religious creed (including religious dress and grooming practices), national origin, ancestry, citizenship, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), gender, gender identity, gender expression, age (40 years and over), sexual orientation, veteran and/or military status, protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act of the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by state or federal law. In addition, Excel Academy prohibits retaliation against a person who engages in activities protected under this policy. Reporting, or assisting in reporting, suspected violations of this

policy and cooperating in investigations or proceedings arising out of a violation of this policy are protected activities under this policy.

Megan Anderson, Human Resources Specialist
1 Technology Ste. i-811, Irvine CA 92618
Ph: 949-387-7822
manderson@excelacademy.education

Annual Notice of Uniform Complaint Procedures

Excel Academy has the primary responsibility for compliance with federal and state laws and regulations for students who attend our schools. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the school, which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with various other state and/or federal laws.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil fee complaint must be filed with the Community Collaborative Family of Schools no later than one year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the school lead/director under the Uniform Complaint Procedures. A complainant unsatisfied with the decision of the school lead/director may appeal the decision and shall receive a written appeal decision within 60 days of receipt of the complaint. Complaints other than issues relating to pupil fees must be filed in writing with the following person designated to receive complaints:

Megan Anderson, Assistant Director of Human Resources

1 Technology

Suite I-811

Irvine, CA 92618

Ph: (714) 336-4220

manderson@excelacademy.education

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the school administrator or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under 5 C.C.R. § 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to the CDE by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for a school, or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school or personal property of any school employee, shall be liable for all damages caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto. The school will notify the parent or guardian of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcript.

If the minor and parent are unable to pay for damages, or to return the property, the school will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcript of the pupil will be released.

Student Mental Health

Mental Health Support at Excel Academy:

- Encourage your student to participate in our schoolwide Mental Wellness Surveys. This guides our mental health support offerings through the school year.
- Attend Social Emotional Learning (S.E.L.) groups provided K-12. Contact your ToR for specific dates/times.
- Contact [Care Solace](#), a free, mental health care coordination service that can connect you with mental health care or substance abuse treatment centers, covered by your insurance or on a sliding scale.

If you have a child who may be struggling with emotions/behavior please reach out to their assigned counselor for additional support.

School Counselors:

Elementary (Grades TK-6):

Caroline Forester, cforester@excelacademy.education, PH: (619) 786-8270

Secondary (Grades 7-12):

Residing in Los Angeles, San Bernardino, Kern counties:

Larissa Allen Jefferson, lallenjefferson@excelacademy.education, PH: (657) 234-7585

Residing in Orange, Riverside, San Diego counties:

Daniel Favela, dfavela@excelacademy.education, PH: (909) 566-3186

Please click the link to view:

[Suicide Prevention Policy](#)

Charter schools serving students in grades 7-12 are required to adopt a student suicide prevention policy in consultation with school and community stakeholders and others.

Protecting the health and well-being of all students is of utmost importance to our school. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaisons, Noell Scott & Rebecca Metoyer.
2. The school has a designated Crisis Team who provides appropriate resources and support to students, & families in crisis.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to county & national resources which they can contact for additional support, such as:
 - a. [Mental Health Resources by County](#)

- b. [CalHope](#)
 - c. [The National Suicide Prevention Lifeline](#) –Dial or Text 9-8-8
 - d. [The Trevor Project](#) – 1.866.488.7386,
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

Title I & Title III

Excel Academy Charter School currently receives schoolwide assistance grants based on student/family socioeconomic status upon enrollment.. This funding is allocated for direct impact on our at-risk students including English Learners, homeless, foster, juvenile, delinquent, migratory, and any student who is working toward grade level proficiency. Title I funding provides students with the appropriate interventions and resources to improve their academic achievement and meet state standards.

[School-Parent Compact](#)

Our Parent/School Compact addresses legally required items, as well as other items suggested by parents and family members of Title I, Part A students.

[Parents Right to Know Letter](#)

If at any time your child has been taught for four or more consecutive weeks by a teacher not highly qualified, the school will notify you.

[Parent and Family Engagement Policy](#)

Excel Academy Charter Schools has developed a written Parent and Family Engagement Policy with input from Title I parents and families. Excel Academy has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Parent and Student Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Additional information may be found on the California Department of Education website.

[Title I: Improving Academic Achievement - Specialized Programs \(CA Dept of Education\)](#)

Tamara Murphy, Intervention Coordinator

Ph: 951-290-2949

tmurphy@excelacademy.education

School Site Council

The School Site Council (SSC) is an advisory board that works together to focus on school goals and student achievement for Excel Academy. This team evaluates progress made toward these goals during a two year term and helps make decisions that benefit all Excel Academy students.

The SSC brings together representatives of Excel Academy's community to:

1. Oversee the School Plan for Student Achievement (SPSA).
2. Act as an advisory board related to various school goals and student learner outcomes.
3. Provide ongoing review and modifications to the SPSA.
4. Review School budget, including the LCAP
5. Evaluate the progress made toward academic goals and student achievement.
6. Promote trust in school decisions that benefit all Excel Academy students.

The SSC consists of:

- Administrators
- Teachers of Record
- Non-teacher staff members
- Parents
- High School Students

McKinney-Vento Information

Excel Academy Charter School adheres to the provisions of the McKinney-Vento Homeless Assistance Act. We ensure that each homeless and foster youth has equal access to the same free, appropriate public education as provided to other children and youths in accordance with applicable law.

Definition of Homeless:

The California Department of Education states that the McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence.

This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (doubled up or tripled up)
- Children and youth who may be living in motels, hotels, trailer parks, shelters

- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings (unsheltered)
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

Homeless & Foster Students' Rights

- Be immediately enrolled in school without a permanent address.
- Continue in the school that the student attended before becoming homeless
 - EACS students must reside in one of our authorized counties in order to remain enrolled.
- Enroll and attend classes while the school arranges for the transfer of required school records or documents
- Enroll and attend classes even while the school and parent seek to resolve a dispute over enrollment
- Participate in tutoring, school-related activities, and/or receive other support services

Excel Academy will meet the McKinney-Vento education rights following our regular enrollment policies. See more information at <http://www.cde.ca.gov/sp/hs/>.

If you would like resource support, please contact your ToR or email our Intervention Coordinator, Tamara Murphy at tmurphy@excelacademy.education.

English Learners (ELs)

ELs are selected for ELPAC testing when the Home Language Survey indicates that their primary home language is a language other than English and are tested during the school year. Please refer to the EL Master Plan, found on the EACS website, for specific details.

- Excel Academy students are in an English Language Mainstream academic program with an English Language Development (ELD) Support Curriculum. Curriculum is supported by CLAD certified teachers. It includes academic language, speaking, listening, writing skills, and exposure to rigorous texts. Live designated instruction is provided by our certificated teachers and attendance is required for all ELs.
- Attendance of ELD Live designated instruction and meeting weekly requirements in online ELD curriculum is required. Progress in assigned ELD curriculum, as well as participation in live designated instruction, is monitored weekly. Both the home

educator, and the ToR are responsible for ensuring adequate progress in ELD designated instruction and lesson assignments.

- If students do not meet weekly requirements in both ELD Live Instruction and lesson assignments, they may receive a Progress Improvement Notification (PIN).

***See Assessments section for information regarding English Learner Reclassification.*

English Learner Advisory Committee

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services. An ELAC is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the SchoolSite Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Communicating the importance of regular school attendance.
- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

School Calendar



Excel Academy Charter Schools 2024 - 2025 Academic Calendar

Sem 1 = Days **86**
Sem 2 = Days **89**

July						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	11	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

LPs	Dates	Days
1	8/22 - 9/13	16
2	9/16 - 10/11	20
3	10/14 - 11/8	20
4	11/12 - 12/6	14
5	12/9 - 1/10	14
6	1/13 - 2/7	19
7	2/10 - 3/7	18
8	3/10 - 4/4	20
9	4/14 - 5/2	15
10	5/5 - 5/30	19
Total		175

- Holidays**
- Sept. 2 - Labor Day
 - Nov. 11 - Veteran's Day
 - Nov. 25 - Nov. 29
 - Thanksgiving Break
 - Dec. 20 - January 3
 - Winter Break
 - Jan. 20 - MLK
 - Feb. 14-17 Presidents Day
 - Apr. 7-11 Spring Break
 - May 26 Memorial Day
- Outside of Instructional calendar**
- Holidays 7/4, 6/19

- Graduation
- Non student work days
- school holidays
- end of semester

ESY - TBD
Graduation 5/28

Printed & digital copies of the handbook in any language are available to be provided upon request.



Special Education Handbook - 2024-2025

Thank you for choosing Excel Academy Charter School (“EACS”) to support you on your student’s educational journey. We recognize the unique challenges that you may encounter while supporting your student with special needs in an independent study learning model and want to ensure that you have a reference guide to provide important information about the Special Education department at Excel Academy Charter School.

Excel Academy’s special education department is staffed with a collaborative team of credentialed special education teachers, specialists, and administrators who each bring a wealth of experience serving and supporting students with special needs to our school. We look forward to working with your student(s) to provide their Individualized Education Plan (“IEP”) supports and services in our personalized learning environment.

If your student is newly enrolled, we are pleased to welcome you to the Excel Academy family! If your student is continuing with us, we hope you will find this handbook helpful as a reference guide for a variety of topics and frequently asked questions.

I am honored to have the privilege of supporting this team as we embark on another year.

Sincerely,

A handwritten signature in blue ink that reads 'Lara Ulmer'. The signature is written in a cursive, flowing style.

Lara Ulmer
Director of Special Education

To view the general Excel Academy Charter School handbook on our website, please [click here](#).

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Special Education Department Contacts

Parent Support

Parent support is available during school hours, Monday through Friday from 8:00 A.M.–4:30 P.M. Please see the information below for special education department contact information.

Mailing Address

Our office is located at:

1 Technology Drive, Ste I-811
Irvine, CA 92618

For all questions, please **first** contact your student's **assigned Case Manager (“CM”)** for support. You will receive contact information for your student's CM prior to the first day of school. If you wish to reach a different staff member by email, please use one of the contacts below.

Student Records Requests:

Loubna Shokair, Registrar - registrar@excelacademy.education

Newly Enrolled/Transfer Students:

Lara Ulmer, Director of Special Education - lulmer@excelacademy.education

Case Manager and IEP Service Provider Questions:

LaKeyshia Ono, Special Education Program Coordinator - lono@excelacademy.education

IEP Questions or Concerns:

Leah Vides, Special Education Program Specialist - lvides@excelacademy.education

General Special Education Referral Questions:

Noell Scott, School Psychologist - nscott@excelacademy.education

Speech and Language Therapy Referral Questions:

Lisa Villarreal, Speech and Language Pathologist - lvillarreal@excelacademy.education

If you wish to reach a specific team member by phone, please use one of the following:

Excel Academy Main Office	PH: 949-387-7822
Records/Registrar - Loubna Shokair	PH: 714-387-9677
Special Education Coordinator - LaKeyshia Ono	PH: 424-322-0799
Program Specialist - Leah Vides	PH: 626-863-8950
Director of Special Education - Lara Ulmer	PH: 949-378-1350

Please refer to the general EACS Handbook for additional staff contact information

Contact Information and Communication Policy

School Communication Responsibilities

It is pertinent that we are able to communicate effectively with our families due to the remote nature of our school. The school requires that all parents reply to communication from Excel Academy staff and Teachers of Records within 48 hours (2 business days). We also require 24 hours notice in the event a parent must cancel an Excel Academy appointment, including but not limited to: LP meetings, IEPs, SPED provider appointments, and Student Success Team (SST) meetings.



Communications with the Special Education Team

The main venues of communication and document submission to parents of special education students are Email and Docusign. Parents will receive time-sensitive communication, information about upcoming events, reminders, surveys, and IEP-related documents via both of these methods.

Docusign is a secure means for the electronic delivery of documents and the gathering of formal signatures. It is not required that you have a personal Docusign account in order to access, view, and provide signatures on documents sent to you. In addition, you may request that a physical copy of any document be forwarded via US Mail or email attachment. ***Please let***

your student's Case Manager know as soon as possible if you would like to update your email contact information.



Enrollment

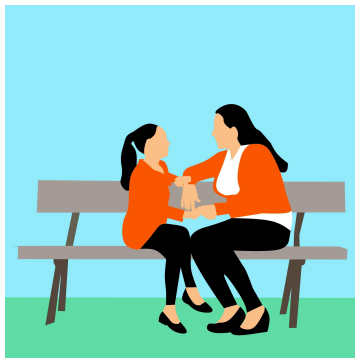
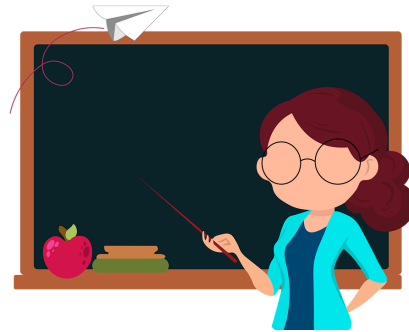
Students newly enrolled in Excel Academy Charter School (“EACS”) with an active IEP will be supported during each step of the transition. Once the admissions process is complete, your student will be assigned to a Teacher of Record (“ToR”), who will walk you through the details of the Master Agreement (“MA”) as well as the Acknowledgement of Responsibilities (“AoR”). The MA is a binding agreement between Excel Academy, the student, the parent/guardian, the supervising ToR, and other responsible persons. The agreement documents assigned courses as well as the time, manner, and frequency of the student’s meetings with the faculty. The AoR further outlines terms and conditions of Independent Study responsibilities.



Once both the MA and the AoR have been signed, your student is considered fully enrolled in EACS. Our special education team will support the process of requesting, gathering, and reviewing your student’s records prior to sending a welcome letter via email describing next steps. Once you have received your student’s welcome letter, please contact LaKeyshia Ono, Special Education Program Coordinator if you have questions.

The Excel Academy IEP Team

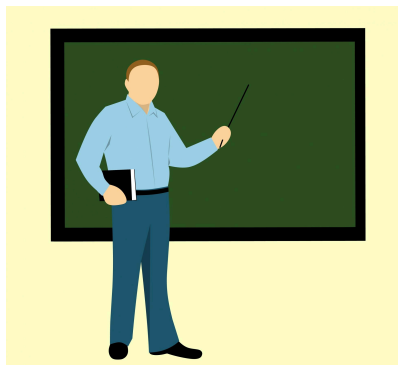
Teacher of Record (ToR) - The ToR is a single or multiple subject credential-holding teacher who works with assigned families to identify, support, and implement a personalized learning plan for each student. The assigned ToR will serve as the General Education teacher in all IEP meetings.



Parent/Guardian - Parents and guardians are considered vital participants in any IEP team discussion. In addition, at Excel Academy, our personalized independent study model requires that a parent/guardian or adult designee be responsible for providing daily core instructional support to students in the home setting.

Student - EACS encourages students to participate in discussion with their IEP team at all meetings, as soon as it is legally and/or developmentally appropriate for them to do so. Student's ages 16 and up will be invited to participate by their CM. Students 18 and up are required to participate, unless EACS has documentation to show continuing parent rights past the age of majority.

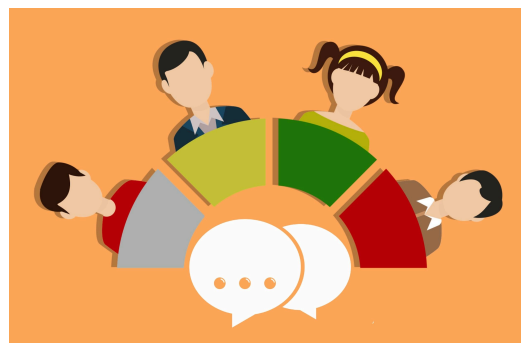




Case Manager (CM) - The CM is a fully credentialed special education teacher/education specialist. Your student's CM will provide oversight of all IEP implementation and progress monitoring needs, and in most cases will serve as the direct provider of Specialized Academic Instruction ("SAI") service.

Speech and Language Pathologist (SLP) -

The SLP is an educational specialist trained in the prevention, assessment and treatment of speech and language disorders. If your student is identified as a special education student with only speech needs, an SLP will serve as your student's CM. For students with more complex needs including speech, the SLP will serve as a related service provider.



School Psychologist - The School Psychologist is an educational specialist trained in both the psychological and educational disciplines. At EACS, our School Psychologists support the IEP team in completing comprehensive evaluations of students across the domains of general development, cognition, processing, motor skills, academic achievement, adaptive/self-help skills, social-emotional skills. Additionally, they may provide ongoing direct services per the IEP. If your student is due for a comprehensive special education evaluation, or is receiving direct services for social/emotional needs, a School Psychologist will be part of your student's IEP team.

Related Service Providers - Related service providers support the provision of a variety of additional support services that may be provided per your student’s IEP. They are referred to as “related services” because they are intended to address needs related to a primary educational disability condition. Some of the more common related service areas are Occupational Therapy (“OT”), Adapted Physical Education (“APE”), Physical Therapy (“PT”). If your student receives consultation or direct service in any of these areas per their current IEP, or is suspected of having a need for related services, a specialist will be contracted to provide assessment, consultation and/or direct service.



Administrative Designee/LEA Rep -

An administrative designee is required to participate in all IEP meetings. The primary purpose of the LEA Rep is to support the IEP team in collaborative discussion. Additionally, they are tasked with ensuring that our IEP team meeting processes remain both student-centered and legally compliant.



IEP Services

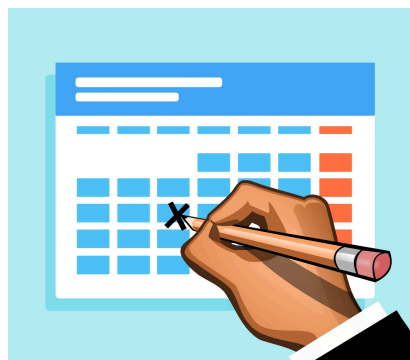
IEP Team Assignments

Prior to the first day of the regular school year, you will receive a personalized contact from your student's assigned Case Manager and all related service providers to discuss a schedule of service provision. Your student's IEP team will be selected and matched to your student(s) based on a variety of factors, including but not limited to credential/license type and geographic location. We have worked to expand our in-house faculty and currently employ a full team of Case Managers, Speech and Language Pathologists, SLP Assistant, School Psychologists, an Occupational Therapist and support staff to meet your student's needs.

Due to the complex nature of matching IEP teams to hundreds of students across several counties, the EACS team is not able to consider requests for specific CMs, providers, or related service agencies.

Scheduling IEP Services

When contacted by your student's service providers you will discuss available appointment times that allow for implementation of your student's IEP according to the frequency, duration, and delivery method required.



Virtual Services:

All virtually delivered IEP services (individual or group) will be provided via Zoom or a similar online platform. Your CM, SLP, or related provider will provide specific information for platform access.

Virtual Session Participation:

Although the independent study setting offers scheduling flexibility for students to participate in many outside activities, it is important to remember that IEP services are deemed necessary in order for your student to receive educational benefit. With this in mind, when students are participating in any virtual special education service, the expectation is that they will be at home or in a quiet seated work area where they can remain fully engaged with the instructor for the duration of the session. It is not appropriate for students to join virtual sessions while laying in bed or in any location where they are not able to respond to the instructor when asked through a variety of formats (e.g. on-screen chat, written responses).

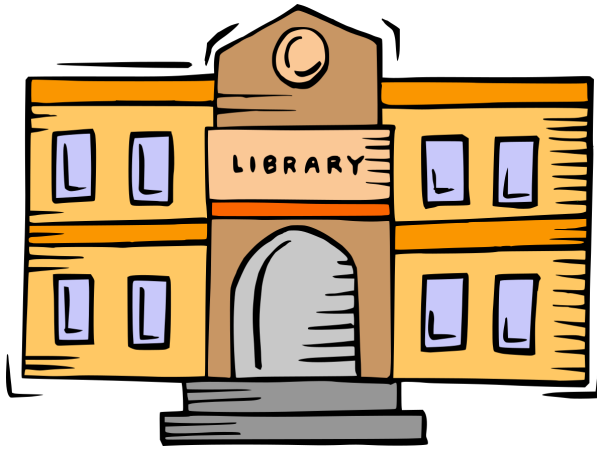
Please consider your student's schedule of virtual services before making commitments to activities that may pose a scheduling conflict or cause your student to be away from an appropriate academic work area when their sessions begin. In addition, EACS requires that students' web cameras are on and that the student is visible in the camera frame during the entirety of each virtual session.

Some of our students may require extra support from a parent during individual virtual sessions to help them adjust to the format. If the parent and CM agree that this is the case, the CM and parent must develop a fade out plan to increase the student's ability to independently participate in sessions.

Due to the confidentiality requirements of special education, parents are prohibited from joining a group session without first identifying themselves. We kindly ask that parents refrain from participating, in any way, in a group session without prior permission from the CM or group instructor.

In Person Services:

All in-person services will be provided in a public location deemed to be an appropriate environment for the purpose of providing the indicated service. Due to our independent study charter school guidelines, we are not permitted to meet your student for any activity in our physical office location. Please note that services may only be provided during regular school hours (8:00 am through 4:30 pm).



Public Meeting Locations

If your student's IEP calls for in-person service delivery, the service provider will identify appropriate locations to meet with your student within a 25 mile radius of your home address. The provider will contact you to discuss options and agree on a location prior to the first day of service.

Preferred locations for in-person services are public libraries and community centers, although public food establishments and public parks will also be considered. If your student is working with a vendored provider for OT, PT, APE, or another service; you may be required to travel to a clinic/office location to meet your provider.

In Person Participation Guidelines

When students meet EACS providers for in-person sessions, a parent or guardian is required to remain on the premises or within a five minute travel radius of the location. If you choose to leave the premises during your student's session, you must provide your cell phone number to the service provider. If your student experiences a health-related or behavior-related emergency during sessions, it is vital that you are close enough to return to the session location without delay. If an EACS staff member is not able to reach you in the event of a health-related emergency, they will be required to dial 911 for assistance.

Prioritizing IEP Services

We understand that in today's world our students have very busy schedules. We also understand that the EACS format allows for them to fill their day with all manner of enriching activities to supplement their formal educational journey. However, we ask that when committing to educational and extracurricular activities you consider the importance of your student's IEP services. Because each IEP service provider is tasked with setting up session schedules to accommodate both individual and group services for students, we ask that you maintain scheduling flexibility with your student's IEP providers as you work together to determine a mutually agreeable session schedule.

If you are unable to agree to a mutually agreeable schedule and/or location for the delivery of individual special education services, such that your student's IEP is unable to be implemented, EACS will be required to select and notify you of your student's scheduled service time and

location. If you choose not to make your student available during the designated service time, please be aware that they will not be entitled to make-up services and EACS may be required to issue a Progress Improvement Notification due to lack of participation/attendance.

All IEP services delivered in a group setting will be pre-scheduled by EACS and are not able to be modified.

If there is a delay on the part of EACS in assigning your student's IEP service providers, make-up sessions will be provided per the IEP for the duration of time that services were unavailable.



Cancellations/Reschedules/No-Shows

We understand that sometimes unforeseen circumstances present themselves. If you need to cancel your student's IEP service appointment, we ask that you please do so at least 24 hours prior to the scheduled appointment. Parent or student canceled sessions and no-shows will be considered an absence and will not be made-up. Requests to reschedule sessions cannot be accommodated. If a student demonstrates a pattern of cancellations or no-shows for services, your CM will reach out to determine a plan for increased successful attendance. If the absences continue, you will be contacted by the EACS special education program specialist to discuss. If neither attempt results in improved attendance, Progress Improvement Notifications ("PINs") may be issued per the [EACS SPED Student PIN Policy](#).



CM/ToR Collaboration

Learning Period (LP) Meetings

Learning Period (LP) meetings are a critical part of personalized learning at Excel Academy. The LP meeting takes place at a mutually agreed upon public location, approximately every 20 school days. During the meeting, the ToR communicates with the student one on one to gather information and knowledge learned throughout the LP. If your student is participating in the Virtual Elementary path, their ToR will maintain ongoing documentation of core content presentation in place of the LP meeting requirement.

While it is not required, we encourage you to please share work samples with your student's CM monthly as well. If work samples are not provided regularly throughout the year, your student's CM will request recent samples from your student's ToR, along with general information regarding their observations of academic progress, prior to any scheduled IEP meeting.



Body of Work

A body of work is 20 days worth of learning, in each assigned subject area, generated from the ToR-provided Pacing Guide for each core subject/course. All work should be graded or evaluated in some manner. At each LP meeting, the ToR will collect a sampling from the body of work in each subject/course that is an accurate representation of the work completed. The ToR will file these samples as proof of student daily engagement, attendance and progress.

When scheduling LP meetings with the ToR, please keep in mind your student's Excel provided services. Missed service sessions due to LP meetings will not be made up.

Please note that your student's IEP service providers are required to provide specially designed instruction in accordance with their current documented IEP goals and objectives. Because of this, they are not able to support student completion of work samples for the sole purpose of meeting LP body of work requirements.

Student Pacing and Curriculum

The ToR will provide a pacing guide for all curriculum content in a student's Course of Study before each LP begins. The student's assigned ToR will review the body of work completed by the student throughout the LP and engage in academic conversation to confirm content mastery. Progression through the assigned curriculum content will be verified by the ToR on a weekly basis. If students fail to complete at least 70% of the pacing guide provided by the ToR, they may be issued a PIN.

The ToR, CM, and Special Education Coordinator will collaborate on pacing for students receiving support via an IEP, as needed and requested by the ToR and/or parent. In addition, if a student requires exposure to both a core grade-level curriculum and a supplemental curriculum in order to address their unique needs, consultation will be provided to support appropriate selection, pacing and assessment of progress. If a student is entirely unable to access core grade-level curriculum due to their disability, the IEP team will meet to discuss and determine an appropriate instructional level, and will discuss the long-term considerations of moving a student to an exclusively alternate curriculum.

Special Education Attendance

Consistent attendance for all IEP services is essential to ensuring that each student makes adequate progress and is receiving appropriate ongoing support for their disability-related educational needs. If your family is experiencing a special circumstance that will prevent your student from attending their IEP services consistently, you are encouraged to notify your student's CM as soon as possible. When a student accumulates three cancellations or no-shows for services, your CM will reach out to determine a plan for increased successful attendance. If the absences continue, you will be contacted by the EACS special education program specialist to discuss the concern. If neither attempt results in improved student attendance, Progress Improvement Notifications ("PINs") will be issued per the [EACS SPED Student PIN Policy](#).



General Education Attendance

Along with the assessment of student work, another responsibility of the ToR is to verify and claim attendance monthly. Daily engagement will be assessed

each school day. Attendance will be claimed on or after the last day of the Learning Period. After reviewing daily engagement and the student's work, the ToR will verify that ample work was completed by the student from the provided pacing guide for the LP, and the ToR and parent/guardian will sign and date the electronic Attendance Grid Log. *Please note that attendance for IEP services is documented and monitored separately, and does not replace LP attendance requirements. Attendance for students participating in the Virtual Elementary Path will be supported by the ToR.*



Special Education Assessment

Special Education is defined by law as “specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability.” In order to determine a student's unique needs and discuss their eligibility for special education, assessment in the areas of suspected disability are required. Once all assessments are complete, the IEP team meets to discuss results, review student progress, and answer the following questions.

1. Does the student meet the State of California's definition for eligibility criteria as an individual with a disability?
2. Does the severity of the disability have an adverse effect on the student's educational performance?
3. Does the student require special education services to ensure a free appropriate public education?

There are times when an assessment is required, and times when it will be recommended.

Required Assessment Decision Points:

1. Initial referral for special education.

2. Once every three years following the initial (AKA Eligibility Evaluation).
3. Anytime a new or additional disability is suspected by any member of the IEP team.

Recommended Assessment Decision Points:

1. Significant change in progress, disability status, or age since last evaluation.
2. Recommended exit from special education service.
3. Lack of consensus among the IEP team regarding the student's disability condition, unique needs, or offer of FAPE.

If your student is due for a required assessment, you will be provided with an Assessment Plan (AP) at least 60 days prior to the date on which the IEP team will be required to convene and discuss results.

If your student is recommended for an additional assessment, an early triennial assessment, or a special education assessment for any other reason, an AP will be provided within 15 calendar days of the referral concern being raised.

Once your consent to the AP is received, you will be contacted by the assigned assessment team to begin scheduling assessment contacts. Following completion of the assessments, an IEP team meeting will be scheduled to review results and discuss recommendations. If you do not choose to provide consent to a required or recommended assessment, a representative from the EACS special education administrative team will contact you to discuss your concerns.

Observation of Student Educational Activities

EACS staff may observe any enrolled student while engaged in educational activities, with or without prior notice. While this is permitted to occur for any reason deemed appropriate and necessary by EACS administration, the primary functions of observation are to ensure that EACS is providing adequate support to students learning in our Independent Study Charter School environment, as well as to provide support and evaluative feedback to staff. Observations may occur during any Excel sponsored, funded, or supervised activity including but not limited to virtual meetings, online courses, in-person meetings, enrichment activities, extracurricular activities, and field trips.

Special education staff may observe your student participating in their educational day for the purposes of consultative/instructional support to colleagues, staff evaluation purposes, and to provide oversight to the special education team in the delivery and implementation of the special education program.

If the purpose is to complete a structured or unstructured student observation as a portion of formal multidisciplinary evaluation, you will have provided prior permission via an active Assessment Plan (AP).



Individualized Education Plan (“IEP”) Information

IEP Overview

The term “individualized education program” (IEP) refers to a written document, developed for each child with a disability, to include:

1. Student’s present levels of academic achievement and functional performance, including how the disability affects involvement and progress in the general education curriculum.
2. A statement of measurable annual goals, including academic and functional goals designed to enable the student to make progress in the general education curriculum; and to meet other educational needs that result from the disability.
3. A description of how the student’s progress toward meeting the annual goals will be measured, and when.
4. A statement of the special education, related services, and supplementary aids and services that will be provided to appropriately support the student in making progress toward the annual goals.
5. An explanation of the extent, if any, to which the child will not participate with typically developing peers in the regular class and extracurricular and nonacademic activities.
6. A statement of any individual appropriate accommodations that are necessary to support access and formally measure academic achievement and functional performance.

IEP Meeting Scheduling and Participation

The following team members are required to participate in all IEP meetings:

- Parent/Guardian or Designee
- Teacher of Record
- Case Manager
- LEA Rep

*Additional IEP team members may be invited, depending on the purpose and agenda of the scheduled meeting.



Parents/guardians will be contacted at minimum 10 days prior to any proposed IEP meeting date to discuss availability. If no response is received, a written meeting invitation will be provided to reflect the proposed meeting date and time. If you would like to designate another family member or friend to represent you as the parent/guardian at your student's IEP meetings, please submit your request in writing to your student's CM.

If EACS does not receive a response from a parent/guardian when proposing a required IEP meeting, three attempts will be made to engage parents/guardians in the scheduling process. If those attempts are unsuccessful and no response is received, an IEP date will be determined based on the availability of the remaining team members, and the IEP will be held without parent/guardian participation.

All EACS IEP meetings are held via the online platform Zoom, which provides both telephonic and videoconference access. Prior to the meeting all participants will be provided with a unique, secure access link.

IEP Plan Review Meetings

Each student's IEP is required to be reviewed at least once annually. The primary purpose is to discuss progress toward achievement of annual goals, and to update and revise the IEP appropriately. In addition, the IEP team will meet whenever the parent or another IEP team member requests a meeting to discuss, review or revise the IEP. An IEP meeting will be held within 30 calendar days of receipt of a written or verbal request from a parent.

Changes, Corrections and Amendments

If making changes to a child's IEP after the Plan Review IEP Team meeting for a school year has already occurred, the parent and LEA rep may agree not to convene a full IEP team meeting and instead may develop an amendment to correct or modify the student's existing IEP without a

formal team discussion. While this is legally permitted with parent consent, it is recommended that it only be used for minor corrections and changes. The majority of concerns will necessitate the participation of all required IEP team members.

IEP Meeting Guests

Parents/guardians are permitted to invite anyone of their choosing to participate in their student's IEP. However, we at EACS kindly request that you notify your student's CM of any additional attendees prior to the IEP date. If EACS does not receive prior notification of an additional guest, the meeting will proceed so long as the guest participates in discussion in a collaborative and respectful manner, as described below in *IEP Participation Norms and the EACS Civility Policy*.

If the guest is not able or willing to participate appropriately and the parent/guardian insists on their participation, the LEA representative may choose to end the meeting and reschedule for a time when additional administrative support can be provided.

IEP Meeting Participation Norms



1. Allow each other to talk without interruption. If needed, write questions or comments down and present them when the person is finished speaking.



2. Treat each other with respect. Voice levels will be kept down, profanity will not be used, narration will be kept to a minimum and everyone will remain engaged until the meeting is over. Generalized statements such as "You never..." "He always..." "No one cares about..." etc. will be avoided.



3. Summarize assessment results in 15 minutes or less.



4. Listen to understand each other's viewpoint. Frame responses as a question and do not assume you know the answer. You may not agree with the person speaking and that is your right. Everyone is entitled to their personal view.



5. Focus on the future whenever possible rather than returning to past difficulties.



6. Anyone may call a private meeting (caucus); just ask for one.



7. The meeting is confidential.

8. Agree to time constraints.

Additionally, please be aware all activities occurring while in contact with Excel Academy staff are bound by the EACS Civility Policy. 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 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 the school administration with a written summary of the uncivil behavior and how he/she responded.
4. Determination - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Sample Plan Review IEP Meeting Agenda

1. Introductions, Purpose of Meeting, Establish Time Constraints
2. Procedural Safeguards
3. Student Strengths and Parent Concerns
4. Goal Progress Review
5. Special Factors
6. Proposal of New Goals
7. Accommodations and Modifications
8. Statewide Assessments
9. Services
10. Transportation
11. Extended School Year
12. Placement and LRE
13. Offer of FAPE



Understanding FAPE

The acronym "*FAPE*" stands for Free and Appropriate Public Education. All students enrolled in EACS are enrolled in a public charter school, thereby ensuring access to three portions of this standard - *Free, Public, Education*.

The “A” in FAPE, stands for “Appropriate” and is determined via the IEP process. The FAPE standard mandates that every student identified as eligible for special education receive an education that includes specialized instruction to meet their unique needs. The formal written offer of FAPE is usually the final discussion item in the IEP agenda, and outlines the specific services and supports deemed necessary to provide the student with a FAPE.

IEP Consent

Following each IEP meeting, you will receive a full copy of the final IEP document via DocuSign. *The EACS team asks that you please review and provide a response to your student’s IEP within 15 calendar days.* If you have any questions regarding the content of your student’s IEP document and would like to discuss it further before providing a response, please contact your student’s CM. Each IEP signature page will reflect options to agree in full, or to agree with exceptions. If no response is received within 15 days of the first DocuSign delivery, the EACS special education program specialist will follow up with you to discuss your options for providing consent

It is important to note that without parent consent, we are unable to implement any changes to the IEP, including any changes to your student’s services or accommodations.

Independent Study and Special Education

EACS offers independent study to meet the personalized educational needs and goals of all enrolled students. For students with identified special education needs, the IEP then provides an additional layer of individualization. It is important to note that Independent Study is an alternative education program designed to teach the knowledge and skills of the core curriculum, and is considered to be a uniquely non-restrictive placement within the special education continuum. Independent study placement cannot be unilaterally determined by a parent or LEA, it must be an IEP team decision.

As part of the required agenda topics for each IEP meeting, the student’s team will review progress, discuss ongoing needs, and will determine an offer of FAPE in the LRE. If the needs of the student can continue to be met in the Independent Study setting, it will remain the recommended LRE. However, if the student is determined to require a more restrictive placement in order to make progress, the IEP team is obligated to make an offer of FAPE to include a placement in the LRE that is appropriate for the individual student.



Curriculum and Materials

California State & Grade-Level Standards

Excel Academy students must show progression towards, and mastery of, California State Content Standards in order to remain enrolled. With the help of an assigned ToR, students will be guided towards the completion of these standards. ToRs will monitor and adjust student progress through the curriculum regularly to ensure completion of the grade-level standards .

ToRs will provide a copy of the grade-level content standards for all students enrolled. Additionally, parents can obtain the subject and course standards directly from the [California Department of Education](#) website.

Criteria for Materials That Can Be Purchased with Instructional Funds (IFs)

Excel Academy receives funding from the state to support student learning and progress toward the standards. Therefore, IFs need to be spent on educational items that meet the criteria below. ToRs will consult with the Student Services Manager for additional clarification on acceptable IF purchases. The list below should not be considered as all-inclusive and Excel Academy reserves the right to the interpretation of the below criteria and to exercise final judgment on how IFs will be used.

General Criteria:

- Educational curriculum ordered is appropriate for the student's courses and learning plan.
- Materials must be used to meet state and school standards for the student for whom the materials are being purchased.

Additional Guidelines for Special Education

Students who are receiving the support of special education are likewise expected to show progression toward grade-level standards, unless the IEP team has agreed that an alternate curriculum is required due to the unique nature or severity of the student's disability condition.

Unless an alternate curriculum determination has been made and documented by the IEP team, all EACS students must first select an appropriate foundational core curriculum to address all standard subject requirements at their enrolled grade level. Once that selection has been made, it is appropriate and permitted to select an additional supplemental curriculum to support scaffolding between the student's instructional level and currently enrolled grade level. If you require support in selecting an appropriate core curriculum at your student's grade level, or a supplemental curriculum, you are encouraged to collaborate with their assigned ToR and CM for recommendations.



Intervention

WIN

The What I Need (WIN) Program provides quality instruction & progress monitoring to a particular group of students who are performing below grade-level standards. Students are placed in the WIN program based on i-Ready data and ToR proctored assessments. Excel believes it is imperative to ensure each student is performing up to their full potential. Additionally, the state of California requires every public school to have a *Multi-Tiered System of Supports (MTSS)* in place to help students reach state standards. (Link provided: <https://www.cde.ca.gov/ci/cr/ri/>)

It is important to note that ALL parts of the WIN program are *required* per the *Acknowledgment of Responsibilities signed with the 2023/2024 Master Agreement*. If students or parents do not participate in the WIN Program, they may receive a Progress Improvement Notification (PIN).

It is important to note that EACS students receiving special education are not exempt from WIN requirements. WIN is intended to provide Tier 2 academic support and intervention, and

Special Education is intended to provide Tier 3 support via specialized academic instruction (SAI). These two levels of support build on each other; one does not automatically replace the other. However, it is recommended and encouraged that any concerns regarding a special education student's participation in the WIN program be brought to the IEP team for discussion and consideration.



State and Local Assessments

i-Ready Benchmark Assessments

i-Ready benchmark assessments are adaptive diagnostic tests that will indicate mastery and identify learning gaps for students in grades K-11. The benchmark assessments will be administered at least twice annually within the set testing windows. There is no law permitting a parent to opt out of the school's internal assessments, and therefore, students are required to participate in all internal assessments. However, any applicable accommodations will be provided per the student's IEP.

Statewide Standardized Testing

All students identified as requiring special education are expected to participate in standardized state and local assessments along with their nondisabled peers. The California Assessment of Student Performance and Progress ("CAASPP") is the state-mandated academic testing program. The California Alternate Assessment ("CAA") is available to students with significant disabilities preventing access to the CAASPP. All charter schools are required to administer the CAASPP and CAA to identified students, as well as other state-mandated assessments.

In California, parents may opt out of state mandated academic testing by submitting a written request to the school each year. *We do not recommend opting out.* Again, please note that this applies only to state mandated assessments and will not excuse your student from participating in EACS' required internal progress monitoring activities such as iReady assessments, described above.

Your student's IEP includes a section wherein any permitted accommodations will be reflected to support your student's access to standardized state testing activities. If your student's IEP reflects highly individualized accommodations requiring one-on-one administration, their participation will be supported by a designated member of the special education team. If you have concerns about your student's ability to access statewide standardized testing, you are encouraged to discuss your concerns with the IEP team.

If your student requires one-on-one testing, you will receive communications from the special education department prior to the testing window regarding the specifics of planning for your student's participation. The testing window typically takes place during the last 6-7 weeks of the school year, in April and May. We strongly encourage you to consider this timing when making plans for out-of-state travel with your student. If your student is required to test in-person due to their IEP accommodations, you will be provided with a minimum of two weeks notice regarding test locations and appointment times. During the statewide testing window, some of your student's regularly scheduled service sessions may be rescheduled and/or canceled to allow for internal special education staff to support student participation.

If you have any general questions about the EACS statewide testing requirement, please refer to pages 76-78 of the EACS 2024-2025 Manual.

Student Testing Participation Requirement

All students currently enrolled in Excel Academy are required to participate in the aforementioned tests (where applicable). Failure to participate or satisfy the above requirement will result in PINs being issued to the student. Please refer to Excel Academy's [Special Education Student PIN Policy](#) for more information.

Report Cards and IEP Progress Reports

Students in grades TK- 12 will receive report cards to document progress and growth following the end of each semester with Excel Academy. The grades administered on the report card are final as determined by the ToR and the administration.

IEP Progress reports will also be provided biannually, during the same timeframe in which semester-end report cards are completed. Your student will receive a detailed progress report for each individual goal addressed by the last agreed upon IEP.

In addition, your student will receive updated progress reports at each annual IEP review meeting. The data shown on each progress report provided at the semester's end will reflect progress from the point of the last IEP revision to the end of the semester. For the most

comprehensive picture of your student's IEP progress over the course of one full IEP implementation year, please refer to the annual progress report provided within the annual IEP review.



High School

Graduation Requirements

Students are eligible to earn a regular high school diploma when all requirements below have been met:

1. English - 40 credits
2. Math - 20 credits
3. Science - 20 credits (1 life/1 physical)
4. History - 30 credits (1 US/ 1 world/gov/econ)
5. VAPA/World Language/CTE - 10 credits
6. PE - 20 credits
7. Ethnic Studies - 5 credits
8. Electives - 75 credits

Total to graduate: 220 credits

*5 credits = 1 semester / 10 credits = 1 year

Certificate of Completion (“COC”) Requirements



Not all students in California public schools are able to meet traditional graduation requirements. California public school students with significant disability conditions have the option to pursue a non-diploma track that will earn an alternative form of certification permitting that will permit participation in graduation and graduation related activities. Students with identified unique needs related to a disability condition are

eligible for an alternate High School completion option, per their active Individualized Education Plan (“IEP”).

Given that the aforementioned is based on an IEP team recommendation, the IEP team will meet to discuss high school completion options and determine the appropriate path for any student identified with a significant cognitive disability. This IEP meeting may occur as early as the spring semester of the student’s 8th grade year but will be held no later than the first semester of enrollment in 9th grade coursework. The student’s progress toward COC requirements will then be revisited at each IEP meeting to follow. If it is determined by the IEP team that the appropriate High School completion path is a Certificate of Completion (“COC”), the student will be required to meet the following requirements:

1. Three years/six semesters of English Language Arts.
2. Two years/four semesters of mathematics.
3. Two years/four semesters of science, including one year each of life biological and physical sciences.
4. Two years/four semesters of social studies.
5. Two years/four semesters in physical education, unless the pupil has been exempted pursuant to the provisions of Ed Code Section 51241.
6. Two and a half years/five semesters of Employment, Education, and Life Skills. Five credits (one semester minimum) required in each category.

Total to earned COC: 135 credits

For more information, please refer to the [EACS COC Policy](#).

Individual Transition Plan (“ITP”) and Transition Services

An ITP is required to be developed for each student with special needs, beginning no later than the first IEP expected to be in effect when the student turns 16. This portion of the IEP will contain

1. Appropriate measurable postsecondary goals related to training, education, employment, and where appropriate, independent living skills. These recommended goals will be based upon age appropriate transition assessments.

and

2. Recommended transition services needed to assist the child in reaching postsecondary goals.

Federal law requires schools to provide disabled students with specialized supports from age 3 until age 22, or until they graduate from high school with a regular high school

diploma. Students who receive a COC may decide to return to high school and can do so through the age of 22. There are three events that end the school's responsibility to a student with a disability.

1. Student earns a regular high school diploma.
2. Student turns 22.
3. Student or parent/guardian (in the case of conserved adults) requests revocation of all special education and related services.



Graduation

All special education students who are working toward earning a regular high school diploma will receive a Prior Written Notice (“PWN”) no more than 30 days prior to their anticipated graduation date. The PWN will confirm the forthcoming completion of diploma requirements, and will provide specific information regarding the end of special education services due to graduation. Following graduation, a Summary of Progress (“SOP”) and copies of all recent IEP documentation will be provided to the parent/guardian and/or adult student along with their final IEP progress report.

Student/Parent Requests for Revocation of Special Education

Parents and non-conserved students of majority age have the right to entirely revoke the provision of special education and related services at any time, without reason, following notification in writing. While we ask that you please put such a request in writing, EACS will accept verbal revocation requests made to any staff member, and will follow-up in writing to confirm informed consent to the revocation.

Once a student or parent has revoked permission to implement the IEP, the student is immediately considered a general education student. If new concerns arise following a revocation decision, the special education referral process may be initiated again by the student, parent, or any staff member without delay.



Schoolwide Discipline Procedures

Progress Improvement Notification (PIN) and Identified Assignments

In order to remain enrolled at Excel Academy, the responsibilities outlined in the Master Agreement, Independent Study Policy, Attendance Policy, Progress Improvement Notification Policy, and Involuntary Withdrawal Policy must be followed. Within these policies, the process for which a student may be involuntarily withdrawn from Excel Academy is outlined. Part of that process includes the issuance of Progress Improvement Notifications (PINs) when a student fails to complete identified assignments key to a student's success in the independent study environment or any other responsibilities outlined in the EACS Handbook, Acknowledgement of Responsibilities, and Master Agreement.

PIN Process for Students with IEPs

EACS is required to provide a FAPE to all students with an IEP. The purpose of the Sped PIN policy is to outline the steps that will be taken if all responsibilities are not fulfilled per the student's active IEP and the EACS AoR.

Link to full [SPED PIN Policy](#)



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://excelacademy.education/our-board/board-policies>

Translation in primary language can be provided upon request.

Procedural Safeguards

Individuals with disabilities and their parents are afforded rights and procedural safeguards to ensure that all individuals with disabilities are provided a free and appropriate public education (FAPE).

Parents can obtain assistance in understanding their rights and procedural safeguards from the Excel Academy Charter School Special Education Department, the Sonoma County SELPA, or the California Department of Education.

Excel Academy's special education department receives general operational support and guidance from the Sonoma County Charter SELPA (sonomaselpa.org). Please refer to the following links for the most current Notice of Procedural Safeguards. If you require translation in a language other than Spanish, please contact our office for assistance.

[Procedural Safeguards - Spanish](#)

[Procedural Safeguards - English](#)



Frequently Asked Questions

1. I think my child's sibling may need special education services. Who do I call?

Please contact EACS' School Psychologist, Noell Scott, at nscott@excelacademy.education for additional information.

2. My student has a private specialist they really enjoy working with. How can I request that we work with them for their IEP services?

EACS will not accept requests to develop new relationships with specific special education agencies or providers. The internal special education team currently includes a staff of highly qualified and appropriately credentialed professionals to provide the majority of IEP services. For any specialty areas in which we do not employ internal staff, an appropriate NPA-approved provider will be identified and assigned within your county of residence.

3. What is the process for requesting a new Case Manager or IEP service provider?

Due to the complex nature of matching IEP teams to hundreds of students across several counties, the EACS team is not able to consider requests for specific Case Managers, providers, or related service agencies.

**If you have a concern to report regarding your Case Manager or a related service provider failing to implement your student's IEP, please contact Leah Vides, Program Specialist at lvides@excelacademy.education.*

4. I work full time. How am I expected to keep up with the expectations of this school?

EACS provides support to students and families in successfully accessing and participating in independent study. All EACS students must additionally have the support of a primary educator in the home setting during the school day; usually a parent or guardian. We understand that each of our families have different personal circumstances, however, the success of your student in our independent study placement depends largely on the ability of a consistent adult to provide core instruction.

5. I recently received a new diagnosis from my student's pediatrician that may affect their learning. Do I need to inform the IEP team?

Anytime you have new information regarding your child that may affect their learning it is important to share with the IEP team. Please contact your Case Manager with this information and an IEP meeting will be called to review any new records and discuss if any changes to the current IEP are necessary.

6. I have private speech, PT and OT services through my insurance. Can I choose to only attend those instead of the IEP services EACS offered to address my student's needs?

EACS is required to ensure the provision of all services to your student, by qualified personnel, in accordance with their current IEP offer of FAPE. We understand that many students additionally receive privately funded services outside of school hours however they cannot replace educationally-based services. If you believe your student no longer requires these services to address

their unique educational needs, please contact your student's Case Manager to request an IEP meeting and discuss their progress.

7. I am not willing to transport my student to multiple locations during the week to meet with their IEP service providers. Can I change all their IEP services to virtual delivery?

EACS is a flexible, Independent Study charter school. All special education services are either provided virtually, in-person at a service provider's clinic/agency, or in-person at a mutually agreed location between the student's home and the service provider's location. Service delivery setting (in-person or virtual) is an IEP team decision determined according to the individual student's needs as a result of their disability. Travel distance is not a consideration when determining whether virtual or in-person services are appropriate.

8. Can I request all individual service delivery? My student doesn't do well in groups.

Service delivery is an IEP team decision based on the recommendation of the service provider and team discussion. The IEP team will consider the student's specific needs and IEP goals as a guide when determining the appropriate service delivery group size for each individual student. At times it may be appropriate for a student to receive special education services within a small group setting to support goal progress, while at other times individual services are determined appropriate.

9. How do I request a copy of my student's special education records?

Please contact registrar@excelacademy.education.

10. I have a question about my student's recent IEP. Who do I contact?

Your first point of contact for all questions regarding any portion of your student's IEP, or the implementation of services, is your student's current Case Manager.

Glossary of Terms

AoR: Acknowledgment of Responsibilities

AP: Assessment Plan

APE: Adapted Physical Education

CAA: California Alternate Assessment

CAASPP: California Assessment of Student Performance and Progress

CM: Case Manager

COC: Certificate of Completion

Ed Code: California's comprehensive guideline of laws and regulations for special education

ESY: Extended School Year

FAPE: Free and Appropriate Public Education

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Plan

IF: Instructional Funds

ITP: Individual Transition Plan

LEA: Local Education Agency

LP: Learning Period

LRE: Least Restrictive Environment

MA: Master Agreement

OT: Occupational Therapy

PIN: Progress Improvement Notification

PT: Physical Therapy

PWN: Prior Written Notice

SAI: Specialized Academic Instruction

SLP: Speech and Language Pathologist

WIN: "What I Need" - EACS Intervention Program

Coversheet

Consent - Personnel Services

Section: XI. Consent
Item: C. Consent - Personnel Services
Purpose:
Submitted by:
Related Material: Job Descriptions for 3.14.24 Board Meeting (1).pdf



Job Descriptions

3/14/2024

Admin	Classified	Certificated	Stipend
Director of Business Services	Admissions Clerk	Elementary Teacher of Record	Social Media Liaison
Director of Human Resources	Information Technology Coordinator	Secondary Teacher of Record	Career Technical Education Virtual Teacher
Senior Communications Coordinator	Office Manager	Virtual Path Teacher	ETL Virtual Teacher
Elementary Principal	Registrar	Virtual Education Coordinator	Intervention Teacher
Secondary Principal	Human Resource Specialist	Intervention Coordinator	Elementary Compliance Coordinator
Executive Director/CEO	Payroll Manager	Special Education Teacher / Case Manager	Secondary Compliance Coordinator
	Business Services Manager	School Psychologist	Elementary Lead Teacher
	Special Education Compliance Coordinator	Speech & Language Pathologist	Secondary Lead Teacher

	<u>Accounts Payable Technician</u>	<u>Speech and Language Pathologist Assistant</u>	<u>Virtual Lead Teacher</u>
	<u>Purchasing Technician</u>	<u>Occupational Therapist</u>	<u>Virtual Art Teacher</u>

Coversheet

Consent Items - Policy Development

Section: XI. Consent
Item: D. Consent Items - Policy Development
Purpose:
Submitted by:
Related Material: EACS BUS Consent - Board Policies - March.pdf

EXCEL ACADEMY CHARTER SCHOOLS

Agenda Item:

Date: March 14, 2024

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
X	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of existing board policies reviewed and revised by staff for the 2023-2024 school year.

Background:

In order to ensure adherence with State and federal laws, it is recommended the Board approve the following policies as presented.

REVISED

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

6000 Series - Instruction

6005 - EA Parent and Family Engagement Policy

- Added English Learner Advisory Committee (ELAC) to the list of parent and family engagement strategies
- School-Parent Compact link updated

6035 - EA Mathematics Placement Policy

- Revised language for clarity
- Removed the high school level world language option for junior high students
- Added more description to the teacher recommendation process of evaluating readiness for the purposes of a 7th or 8th grade student enrolling in Algebra
- Revised placement timeline from two weeks of the start of school to within the first month
- Added a disclaimer to the end of the policy regarding equity in being held back in

mathematics courses.

6040 - EA Local Assessment Policy

- Revised all “ToR” references to “teacher,” in the event that a different type of teacher proctor’s assessments.
- Updated the title of the Director of Admissions & Accountability from Assessment & Accountability
- Remove COVID-19 reference

6050 - EA Virtual Proctoring Policy

- Revised all “ToR” references to “teacher,” in the event of a different type of teacher proctor’s assessments.
- Removed COVID-19 Reference

6055 - EA Educational Activity Policy

- Added “or material being received” regarding things that must be approved by the TOR and submitted with a PO.

6065 - EA Special Education PIN Process

- Revised the conditions for a PIN IEP meeting to the culmination of 5 PINs instead of “incidents of no-shows and/or AOR violations resulting in the issuance of a PIN to the student.”
- Removed the sentence “Should option a or b prove unsuccessful EACS will initiate an involuntary withdrawal process, as described below.”
- Added a new meeting called “a Manifestation Determination Review (MDR) IEP meeting” for students who receives three additional PINs following a PIN IEP meeting.
- Removed “change of placement” verbiage and the change of placement process.

6075 - EA Special Education Certificate of Completion Policy

- Changed the requirements for obtaining a COC from “Three years/six semesters of Employment, Education, and Life Skills. Five credits (one semester minimum) required in each category.” to “Two and a half years/five semesters.”
- Changed credit requirement from 140 to 135 credits.

6095 - EA Repeated Courses Policy

- Added clarification to the explanation of repeated courses that while the lower credits will be excluded from the GPA, “the class with the lower grade will remain on the transcript.”
- Added description of additional a-g requirements that are needed for students to complete to remain in compliance: “15 year long high school courses with a letter grade of C or better — at least 11 of them prior to the last year of high school.”

6115 - EA Attendance Policy

- Modified wording on how ADA is calculated from work completed “and submitted by due dates” to work completed “and assessed each learning period.”

6116 - EA Discipline and Involuntary Withdrawal Policy

- Added “PIN” verbiage to all indications of “letter” to properly delineate what is being sent/received.
- Added “To determine that independent study is in the best interest of the student,” to the description of an AIM meeting.
- Added a clause regarding protocol that will take place if a parent misses an AIM meeting.
- Added a five day timeline for students to complete an academic assignment if they previously failed to complete it in the first place.

6125 - EA TK-12th Grade Report Card Policy

- Clarified language around Approaching Proficiency
- Added clarifying language under each letter of the A-F scale to delineate whether credit will be issued for a high school course or not
- Included community providers issuing a transcript to the disclaimer of outside individuals who will be in charge of grading student work
- Added paragraph to clarify the purpose and difference of Grades vs. GPA

6200 - EA Satisfactory Educational Progress Policy

- Added paragraph at the end of the policy to give a brief synopsis of the involuntary withdrawal process.

Final Clean Versions of Revised Policies:

[6005](#)
[6035](#)
[6040](#)
[6050](#)
[6055](#)
[6065](#)
[6075](#)
[6095](#)
[6115](#)
[6116](#)
[6125](#)
[6200](#)

Redline Versions of Revised Policies:

[6005](#)
[6035](#)
[6040](#)
[6050](#)
[6055](#)
[6065](#)
[6075](#)
[6095](#)
[6115](#)
[6116](#)
[6125](#)
[6200](#)

REVIEWED

The following are current policies that have been reviewed but have not needed any changes.

[6015](#) - EA Comprehensive Sexual Health
Education Policy

[6020](#) - EA Education for Homeless Children and
Youth Policy

[6025](#) - EA Section 504 Policy

[6030](#) - EA Education for Foster and Mobile Youth
Policy

[6070](#) - EA Special Education Independent
Educational Evaluation Policy

[6120](#) - EA Virtual Learning Period Meeting Policy

Coversheet

Approval of Second Interim Financial Report

Section: XII. Business/Financial Services
Item: A. Approval of Second Interim Financial Report
Purpose: Vote
Submitted by:
Related Material: FY23-24 SIB Helendale.pdf
FY23-24 SIB Warner.pdf
FY23-24 SIB Combined.pdf
24-03-14 FY23-24 SIB Presentation.pptx.pdf

BACKGROUND:

Local Educational Agencies, including charter schools throughout the state, must revise their budgets at specific times during the fiscal year. These interim revisions are a legal requirement under the Memorandum of Understanding (MOU) with the authorizing districts. They are intended to ensure that local educational agencies are adequately prepared to meet their current year and multi-year financial obligations.

The projected year totals identified on the state financial reports reflect adjustments to the budget based on actual changes to local, state, and federal revenues between the adopted budget as of July 1 and the end of the Second interim reporting period on January 31. Expenditures are also analyzed and adjusted based on identified/projected changes as of this point in time. In addition, the MOU requires a multi-year analysis to be performed and adjusted to reflect any revised assumptions to ensure the district can meet its multi-year financial obligations.

This multi-year projection is included and will identify if Excel Academy Charter Schools is certified as positive, qualified, or negative. A positive certification means the School will meet its current year and two subsequent years' financial obligations. A qualified certification means the district may not meet its current or two subsequent years' financial obligations. A negative certification identifies that a district will not meet its financial obligations for the remainder of the fiscal year or the subsequent year.

Excel Academy Charter School's 2023-24 Second Interim is being presented for your approval with a positive certification.

RECOMMENDATION:

The Board of Directors is recommended to certify and approve the positive financial status as shown in the School's Certification of Second Interim Report for the Fiscal Year 2023-24 as presented.

Description - Helendale	FY2023-24 Helendale Restricted	FY2023-24 Helendale Unrestricted	FY2023-24 Helendale Combined	FY2024-25 Helendale Restricted	FY2024-25 Helendale Unrestricted	FY2024-25 Helendale Combined	FY2025-26 Helendale Restricted	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Combined
Average Daily Attendance (P-2 Projected)			593		0	599		0	605
COLA			8.22%		0	0.76%		0	0%
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	0	6,790,409	6,790,409	0	6,853,293	6,853,293	0	6,838,341	6,838,341
8012 Education Protection Account	0	118,580	118,580	0	119,766	119,766	0	120,963	120,963
8096 Funding in Lieu of Property Taxes	0	105,623	105,623	0	105,623	105,623	0	105,623	105,623
TTL General Purpose Entitlement	0	7,014,612	7,014,612	0	7,078,682	7,078,682	0	7,064,927	7,064,927
Federal Revenue									
8181 Federal IDEA SpEd Revenue	86,472	0	86,472	87,129	0	87,129	88,000	0	88,000
8290 Other Federal Revenue	117,195	0	117,195	118,086	0	118,086	119,267	0	119,267
TTL Federal Revenue	203,667	0	203,667	205,215	0	205,215	207,267	0	207,267
Other State Revenue									
8311 AB602 State SpEd Revenue	462,390	0	462,390	465,904	0	465,904	470,563	0	470,563
8550 Mandated Cost Reimbursements	0	29,600	29,600	0	29,825	29,825	0	30,123	30,123
8560 State Lottery Revenue	42,624	104,784	147,408	42,948	105,580	148,528	43,377	106,636	150,014
8590 Other State Revenue	267,863	0	267,863	269,899	0	269,899	272,598	0	272,598
TTL Other State Revenue	772,877	134,384	907,261	778,751	135,405	914,156	786,538	136,759	923,298
Other Local Revenue									
8660 Interest Income	0	76,000	76,000	0	76,000	76,000	0	76,000	76,000
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	284,909	-284,909	0	311,503	-311,503	0	336,661	-336,661	0
TTL Other Local Revenue	284,909	-208,909	76,000	311,503	-235,503	76,000	336,661	-260,661	76,000
TTL REVENUES	1,261,453	6,940,087	8,201,540	1,295,469	6,978,584	8,274,053	1,330,466	6,941,025	8,271,492
EXPENDITURES:									
1000 - Certificated Salaries									
1100 Teacher Compensation	310,106	2,056,908	2,367,014	319,409	2,118,615	2,438,024	328,991	2,182,173	2,511,165
1200 Student Support	115,140	209,768	324,908	118,594	216,061	334,655	122,152	222,542	344,694
1300 Certificated Administrators	170,278	423,800	594,078	175,386	436,514	611,900	180,648	449,609	630,257
1900 Other Certificated Salaries	0	64,801	64,801	0	66,745	66,745	0	68,747	68,747
TTL Certificated Salaries	595,524	2,755,276	3,350,800	613,390	2,837,934	3,451,323	631,791	2,923,072	3,554,863
2000 - Non - Certificated Salaries									
2100 Instructional Aides	64,444	3,040	67,484	66,377	3,131	69,509	68,369	3,225	71,594
2300 Classified Administrators	0	209,263	209,263	0	215,541	215,541	0	222,007	222,007
2400 Clerical & Technical Staff	23,617	252,443	276,060	24,326	260,016	284,342	25,055	267,817	292,872
TTL Non - Certificated Salaries	88,061	464,746	552,807	90,703	478,688	569,391	93,424	493,049	586,473
3000 - Employee Benefits									
3101 STRS Certificated	293,617	300,360	593,977	302,426	309,371	611,796	311,498	318,652	630,150
3300 OASDI/Medicare	15,114	76,797	91,911	15,567	79,101	94,668	16,034	81,474	97,508

3400 Health and Welfare	66,576	373,850	440,426	68,573	385,066	453,639	70,630	396,618	467,248
3500 Unemployment Insurance	1,796	6,592	8,388	1,850	6,790	8,639	1,905	6,993	8,899
3600 Workers' Comp Certificated	3,172	15,815	18,987	3,267	16,289	19,556	3,365	16,778	20,143
3901 Other Benefits	6,200	62,367	68,567	6,386	64,238	70,624	6,578	66,165	72,743
TTL Employee Benefits	386,475	835,781	1,222,256	398,069	860,855	1,258,924	410,011	886,680	1,296,692
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	20,195	530,376	550,571	20,397	546,287	566,684	20,601	562,676	583,277
4300 Materials & Supplies	8,677	16,992	25,669	8,764	17,502	26,266	8,851	18,027	26,878
4310 Instructional Materials	42,624	490,439	533,063	43,050	505,152	548,202	43,481	520,307	563,787
4320 Office Supplies	0	5,206	5,206	0	5,362	5,362	0	5,523	5,523
4330 Meals & Events	0	3,230	3,230	0	3,327	3,327	0	3,427	3,427
4350 Other Supplies - Materials & Supplies	0	2,423	2,423	0	2,495	2,495	0	2,570	2,570
4400 Non - Capitalized Equipment - Staff	0	266	266	0	274	274	0	282	282
TTL Books/Supplies/Materials	71,496	1,048,931	1,120,427	72,211	1,080,399	1,152,610	72,933	1,112,811	1,185,744
5000 - Services & Operations									
5100 Subagreements For Services	68,000	0	68,000	68,680	0	68,680	69,367	0	69,367
5200 Travel & Conferences	44,880	7,600	52,480	45,329	7,828	53,157	45,782	8,063	53,845
5210 Mileage Reimbursements	0	380	380	0	391	391	0	403	403
5300 Dues & Memberships	0	6,840	6,840	0	7,045	7,045	0	7,257	7,257
5400 Insurance	0	45,071	45,071	0	46,423	46,423	0	47,816	47,816
5610 Facility Rents & Leases	0	36,848	36,848	0	37,953	37,953	0	39,092	39,092
5800 Professional Services - Non - instructional	0	77,900	77,900	0	80,237	80,237	0	82,644	82,644
5810 Legal	0	114,000	114,000	0	117,420	117,420	0	120,943	120,943
5820 Audit & CPA	0	16,696	16,696	0	17,197	17,197	0	17,713	17,713
5830 Non-Instructional Software Licenses/Fees	0	52,516	52,516	0	54,091	54,091	0	55,714	55,714
5840 Advertising & Recruitment	0	26,341	26,341	0	27,131	27,131	0	27,945	27,945
5841 Community Marketing	0	57,874	57,874	0	59,610	59,610	0	61,399	61,399
5850 Oversight Fees	0	128,012	128,012	0	131,852	131,852	0	135,808	135,808
5870 Live Scan Finger printing	0	152	152	0	157	157	0	161	161
5878 Testing & Assessments	0	20,382	20,382	0	20,994	20,994	0	21,624	21,624
5880 Instructional Vendors & Consultants	0	980,878	980,878	0	1,010,304	1,010,304	0	1,040,614	1,040,614
5890 Misc Other Outside Services	0	3,233	3,233	0	3,330	3,330	0	3,430	3,430
5930 Postage	0	5,092	5,092	0	5,245	5,245	0	5,402	5,402
5940 Technology Services	7,017	49,939	56,956	7,087	51,437	58,524	7,158	52,980	60,138
TTL Services & Operations	119,897	1,629,755	1,749,652	121,096	1,678,648	1,799,744	122,307	1,729,007	1,851,314
7438 Interest on Debt	0	0	0	0	0	0	0	0	0
TTL EXPENDITURES	1,261,453	6,734,489	7,995,942	1,295,469	6,936,524	8,231,993	1,330,467	7,144,620	8,475,086
Description	FY2023-24 Helendale Restricted	FY2023-24 Helendale Unrestricted	FY2023-24 Helendale Combined	FY2024-25 Helendale Restricted	FY2024-25 Helendale Unrestricted	FY2024-25 Helendale Combined	FY2025-26 Helendale Restricted	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Combined
Revenues less Expenditures (Net Revenues)	0	205,598	205,598	0	42,060	42,060	0	-203,594	-203,594
ONE-TIME BONUS AND FURLOUGH REINST	0	-710,869	0	0	0	0	0	0	0
Beginning Fund Balance	919,965	2,350,121	3,270,086	919,965	1,844,850	2,764,815	919,965	1,886,910	2,806,875
ENDING BALANCE	919,965	1,844,850	2,764,815	919,965	1,886,910	2,806,875	919,965	1,683,316	2,603,281
ENDING BALANCE AS % OF EXPENDITURES	72.93%	27.39%	34.58%	71.01%	27.20%	34.10%	69.15%	23.56%	30.72%

Description - Warner	FY2023-24 Warner Restricted	FY2023-24 Warner Unrestricted	FY2023-24 Warner Combined	FY2024-25 Warner Restricted	FY2024-25 Warner Unrestricted	FY2024-25 Warner Combined	FY2025-26 Warner Restricted	FY2025-26 Warner Unrestricted	FY2025-26 Warner Combined
Average Daily Attendance (P-2 Projected)			971			981		0	991
COLA			8.22%		550	0.76%		0	0%
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	0	10,342,443	10,342,443	0	10,612,793	10,612,793	0	10,744,888	10,744,888
8012 Education Protection Account	0	194,236	194,236	0	196,178	196,178	0	198,140	198,140
8096 Funding in Lieu of Property Taxes	0	894,353	894,353	0	894,353	894,353	0	894,353	894,353
TTL General Purpose Entitlement	0	11,431,032	11,431,032	0	11,703,324	11,703,324	0	11,837,381	11,837,381
Federal Revenue									
8181 Federal IDEA SpEd Revenue	176,164	0	176,164	177,503	0	177,503	179,278	0	179,278
8290 Other Federal Revenue	159,815	0	159,815	161,030	0	161,030	162,640	0	162,640
TTL Federal Revenue	335,979	0	335,979	338,532	0	338,532	341,918	0	341,918
Other State Revenue									
8311 AB602 State SpEd Revenue	942,000	0	942,000	949,159	0	949,159	958,651	0	958,651
8550 Mandated Cost Reimbursements	0	48,550	48,550	0	48,919	48,919	0	49,408	49,408
8560 State Lottery Revenue	69,336	170,451	239,787	69,863	171,746	241,609	70,562	173,464	244,025
8590 Other State Revenue	555,682	0	555,682	559,905	0	559,905	565,504	0	565,504
TTL Other State Revenue	1,567,018	219,001	1,786,019	1,578,927	220,665	1,799,593	1,594,717	222,872	1,817,589
Other Local Revenue									
8660 Interest Income	0	124,000	124,000	0	124,000	124,000	0	124,000	124,000
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	482,552	-482,552	0	532,608	-532,608	0	586,935	-586,935	0
TTL Other Local Revenue	482,552	-358,552	124,000	532,608	-408,608	124,000	586,935	-462,935	124,000
TTL REVENUES	2,385,549	11,291,481	13,677,030	2,450,068	11,515,381	13,965,449	2,523,569	11,597,318	14,120,887
EXPENDITURES:									
1000 - Certificated Salaries									
1100 Teacher Compensation	545,145	3,356,007	3,901,152	561,499	3,456,688	4,018,187	578,344	3,560,388	4,138,732
1200 Student Support	223,508	342,252	565,760	230,213	352,520	582,733	237,120	363,096	600,215
1300 Certificated Administrators	330,539	691,462	1,022,001	340,455	712,206	1,052,661	350,669	733,573	1,084,241
1900 Other Certificated Salaries	0	105,727	105,727	0	108,899	108,899	0	112,166	112,166
TTL Certificated Salaries	1,099,192	4,495,450	5,594,642	1,132,168	4,630,313	5,762,481	1,166,133	4,769,222	5,935,355
2000 - Non - Certificated Salaries									
2100 Instructional Aides	125,097	4,960	130,057	128,850	5,109	133,959	132,715	5,262	137,977
2300 Classified Administrators	0	341,429	341,429	0	351,672	351,672	0	362,222	362,222
2400 Clerical & Technical Staff	45,844	411,881	457,725	47,219	424,237	471,457	48,636	436,964	485,600
TTL Non - Certificated Salaries	170,941	758,270	929,211	176,069	781,018	957,087	181,351	804,449	985,800
3000 - Employee Benefits									
3101 STRS Certificated	583,501	490,061	1,073,562	601,006	504,763	1,105,769	619,036	519,906	1,138,942
3300 OASDI/Medicare	29,004	125,300	154,304	29,874	129,059	158,933	30,770	132,931	163,701
3400 Health and Welfare	129,235	609,967	739,202	133,112	628,266	761,378	137,105	647,114	784,219
3500 Unemployment Insurance	3,204	10,755	13,959	3,300	11,078	14,378	3,399	11,410	14,809

3600 Workers' Comp Certificated	6,048	25,803	31,851	6,229	26,577	32,807	6,416	27,375	33,791
3901 Other Benefits	12,034	101,757	113,791	12,395	104,810	117,205	12,767	107,954	120,721
TTL Employee Benefits	763,026	1,363,643	2,126,669	785,917	1,404,552	2,190,469	809,494	1,446,689	2,256,183
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	33,469	865,350	898,819	33,804	891,311	925,114	34,818	918,050	952,868
4300 Materials & Supplies	86,179	27,724	113,903	87,041	28,556	115,596	89,652	29,412	119,064
4310 Instructional Materials	0	800,190	800,190	0	824,196	824,196	0	848,922	848,922
4320 Office Supplies	0	8,494	8,494	0	8,749	8,749	0	9,011	9,011
4330 Meals & Events	0	5,270	5,270	0	5,428	5,428	0	5,591	5,591
4350 Other Supplies - Materials & Supplies	0	3,953	3,953	0	4,071	4,071	0	4,193	4,193
4400 Non - Capitalized Equipment - Staff	0	434	434	0	447	447	0	460	460
TTL Books/Supplies/Materials	119,648	1,711,415	1,831,063	120,844	1,762,757	1,883,601	124,470	1,815,640	1,940,109
5000 - Services & Operations									
5100 Subagreements For Services	132,000	0	132,000	133,320	0	133,320	137,320	0	137,320
5200 Travel & Conferences	87,120	12,400	99,520	87,991	12,772	100,763	90,631	13,155	103,786
5210 Mileage Reimbursements	0	620	620	0	639	639	0	658	658
5300 Dues & Memberships	0	11,160	11,160	0	11,495	11,495	0	11,840	11,840
5400 Insurance	0	73,537	73,537	0	75,743	75,743	0	78,015	78,015
5610 Facility Rents & Leases	0	60,120	60,120	0	61,924	61,924	0	63,781	63,781
5800 Professional Services - Non - instructional	0	127,100	127,100	0	130,913	130,913	0	134,840	134,840
5810 Legal	0	186,000	186,000	0	191,580	191,580	0	197,327	197,327
5820 Audit & CPA	0	27,242	27,242	0	28,059	28,059	0	28,901	28,901
5830 Non-Instructional Software Licenses/Fees	0	85,684	85,684	0	88,255	88,255	0	90,902	90,902
5840 Advertising & Recruitment	0	42,978	42,978	0	44,267	44,267	0	45,595	45,595
5841 Community Marketing	0	94,426	94,426	0	97,259	97,259	0	100,177	100,177
5850 Oversight Fees	0	208,862	208,862	0	215,128	215,128	0	221,582	221,582
5870 Live Scan Finger printing	0	248	248	0	255	255	0	263	263
5878 Testing & Assessments	0	33,256	33,256	0	34,253	34,253	0	35,281	35,281
5880 Instructional Vendors & Consultants	0	1,600,380	1,600,380	0	1,648,391	1,648,391	0	1,697,843	1,697,843
5890 Misc Other Outside Services	0	5,275	5,275	0	5,433	5,433	0	5,596	5,596
5930 Postage	0	8,308	8,308	0	8,557	8,557	0	8,814	8,814
5940 Technology Services	13,622	81,479	95,101	13,758	83,924	97,682	14,171	86,441	100,612
TTL Services & Operations	232,742	2,659,074	2,891,816	235,069	2,738,846	2,973,916	242,122	2,821,012	3,063,133
7438 Interest on Debt	0	0	0	0	0	0	0	0	0
TTL EXPENDITURES	2,385,549	10,987,851	13,373,400	2,450,068	11,317,486	13,767,554	2,523,570	11,657,011	14,180,581
Description	FY2023-24 Warner Restricted	FY2023-24 Warner Unrestricted	FY2023-24 Warner Combined	FY2023-24 Warner Restricted	FY2023-24 Warner Unrestricted	FY2023-24 Warner Combined	FY2023-24 Warner Restricted	FY2023-24 Warner Unrestricted	FY2023-24 Warner Combined
Revenues less Expenditures (Net Revenues)	0	303,630	303,630	0	197,895	197,895	0	-59,693	-59,693
Beginning Fund Balance	1,471,054	3,608,715	5,079,769	1,471,054	3,912,345	5,383,399	1,471,054	4,110,240	5,581,294
ENDING BALANCE	1,471,054	3,912,345	5,383,399	1,471,054	4,110,240	5,581,294	1,471,054	4,050,547	5,521,601
ENDING BALANCE AS % OF EXPENDITURES	61.67%	35.61%	40.25%	60.04%	36.32%	40.54%	58.29%	34.75%	38.94%

DESCRIPTION	FY2023-24 Second Interim Budget	FY2024-25 Second Interim Budget	FY2025-26 Second Interim Budget
Projected Average Daily Attendance at P-2	1,564	1,580	1,596
Projected COLA	8.22%	0.76%	0%
REVENUES:			
General Purpose Entitlement			
8011 General Purpose Block Grant	17,132,852	17,466,086	17,583,229
8012 Education Protection Account	312,816	315,944	319,103
8096 Funding in Lieu of Property Taxes	999,976	999,976	999,976
TTL General Purpose Entitlement	18,445,644	18,782,006	18,902,308
Federal Revenue			
8181 Federal IDEA SpEd Revenue	262,636	264,632	267,278
8290 Other Federal Revenue	277,010	279,115	281,906
TTL Federal Revenue	539,646	543,747	549,185
Other State Revenue			
8311 AB602 State SpEd Revenue	1,404,390	1,415,063	1,429,214
8550 Mandated Cost Reimbursements	78,150	78,744	79,531
8560 State Lottery Revenue	387,195	390,138	394,039
8590 Other State Revenue	823,545	829,804	838,102
TTL Other State Revenue	2,693,280	2,713,749	2,740,886
Other Local Revenue			
8660 Interest Income	200,000	200,000	200,000
8699 Other Revenue	0	0	0
8980 Contributions to Restricted Programs	0	0	0
TTL Other Local Revenue	200,000	200,000	200,000
TTL REVENUES	21,878,570	22,239,502	22,392,379

EXPENDITURES:			
1000 - Certificated Salaries			
1100 Teacher Compensation	6,268,166	6,456,211	6,649,897
1200 Student Support	890,668	917,388	944,910
1300 Certificated Administrators	1,616,079	1,664,561	1,714,498
1900 Other Certificated Salaries	170,528	175,644	180,913
TTL Certificated Salaries	8,945,441	9,213,804	9,490,218
2000 - Non - Certificated Salaries			
2100 Instructional Aides	197,541	203,467	209,571
2300 Classified Administrators	550,692	567,213	584,229
2400 Clerical & Technical Staff	733,785	755,799	778,473
TTL Non - Certificated Salaries	1,482,018	1,526,479	1,572,273
3000 - Employee Benefits			
3101 STRS Certificated	1,667,539	1,717,565	1,769,092
3300 OASDI/Medicare	246,215	253,601	261,209
3400 Health and Welfare	1,179,628	1,215,017	1,251,467
3500 Unemployment Insurance	22,347	23,017	23,708
3600 Workers' Comp Certificated	50,838	52,363	53,934
3901 Other Benefits	182,358	187,829	193,464
TTL Employee Benefits	3,348,925	3,449,393	3,552,875
4000 - Books/Supplies/Materials			
4100 Textbooks & Core Curriculum	1,449,390	1,491,798	1,536,144
4300 Materials & Supplies	139,572	141,862	145,943
4310 Instructional Materials	1,333,253	1,372,398	1,412,709
4320 Office Supplies	13,700	14,111	14,534
4330 Meals & Events	8,500	8,755	9,018
4350 Other Supplies - Materials & Supplies	6,375	6,566	6,763
4400 Non - Capitalized Equipment - Staff	700	721	743
TTL Books/Supplies/Materials	2,951,490	3,036,212	3,125,854

5000 - Services & Operations			
5100 Subagreements For Services	200,000	202,000	206,686
5200 Travel & Conferences	152,000	153,920	157,631
5210 Mileage Reimbursements	1,000	1,030	1,061
5300 Dues & Memberships	18,000	18,540	19,096
5400 Insurance	118,608	122,166	125,831
5610 Facility Rents & Leases	96,968	99,877	102,873
5800 Professional Services - Non - instructional	205,000	211,150	217,485
5810 Legal	300,000	309,000	318,270
5820 Audit & CPA	43,938	45,256	46,614
5830 Non-Instructional Software Licenses/Fees	138,200	142,346	146,616
5840 Advertising & Recruitment	69,319	71,399	73,541
5841 Community Marketing	152,300	156,869	161,575
5850 Oversight Fees	336,874	346,980	357,390
5870 Live Scan Finger printing	400	412	424
5878 Testing & Assessments	53,638	55,247	56,905
5880 Instructional Vendors & Consultants	2,581,258	2,658,696	2,738,457
5890 Misc Other Outside Services	8,508	8,763	9,026
5930 Postage	13,400	13,802	14,216
5940 Technology Services	152,057	156,206	160,750
TTL Services & Operations	4,641,468	4,773,659	4,914,447
7438 Interest on Debt	0	0	0
TTL EXPENDITURES	21,369,342	21,999,547	22,655,667
Description	FY2023-24 Second Interim Budget	FY2024-25 Second Interim Budget	FY2025-26 Second Interim Budget
Revenues less Expenditures (Net Revenues)	509,228	239,956	-263,288

ONE-TIME BONUS AND FURLOUGH REINST	-710,869	0	0
Beginning Fund Balance	8,349,855	8,148,214	8,388,170
ENDING BALANCE	8,148,214	8,388,170	8,124,882
ENDING BALANCE AS % OF EXPENDITURES	38.13%	38.13%	35.86%



EXCEL ACADEMY



Excel Academy Charter School

FY 2023-24 Second Interim Budget

March 14, 2024



Presentation Overview



Budget Cycle



Budget Assumptions



ADA Analysis

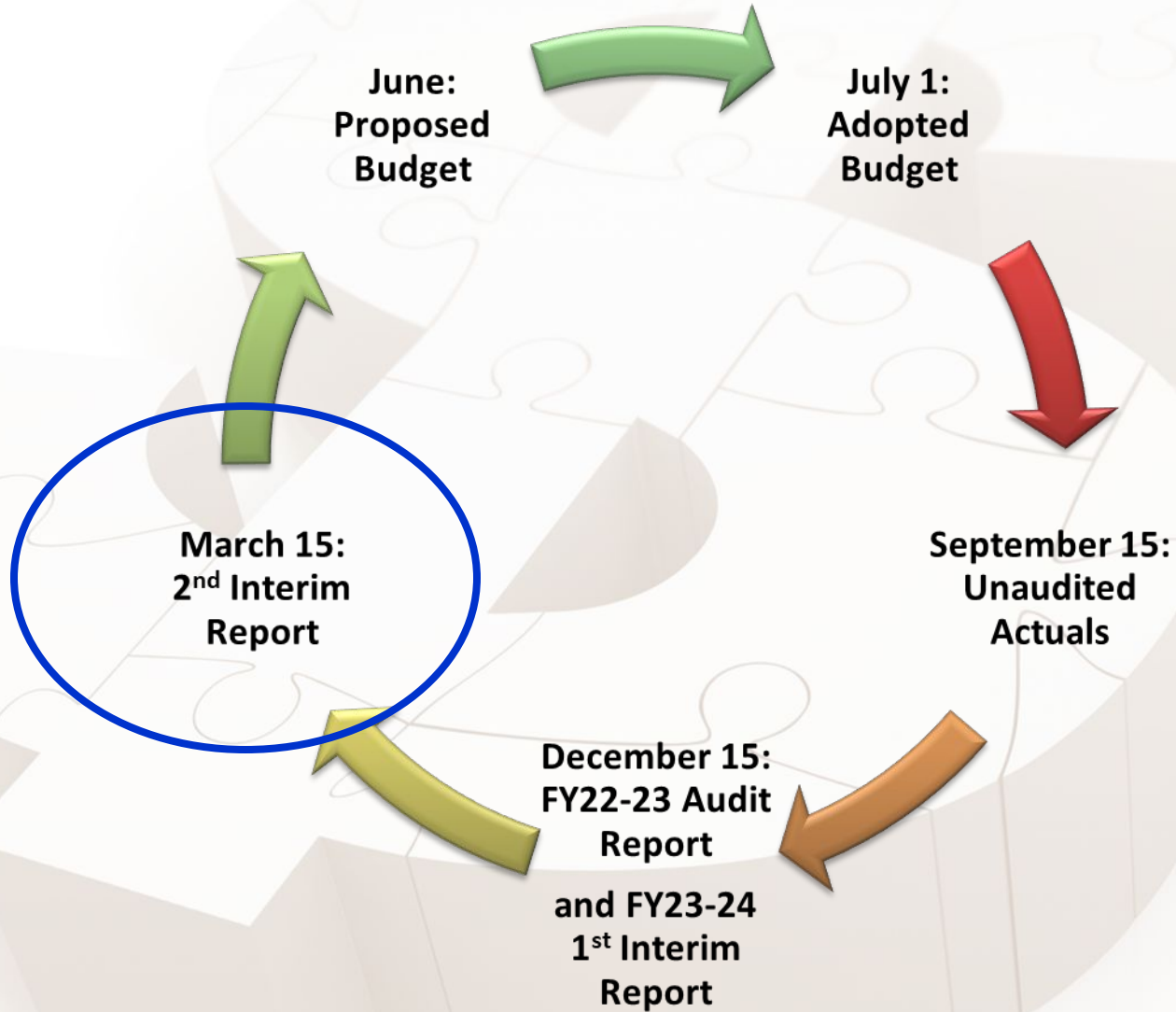


Multi year Projection



Next Steps

The Budget Cycle



Budgetary Building Blocks

- **Revenues:**

- ◆ **COLA – Increase**

- ◆ **FY2023-24 – 8.22%**

- ◆ **FY2024-25 – 0.76%**

- ◆ **FY2025-26 – 0.00%**

- ◆ **Enrollment Increase Projection – 1.0%**

- ◆ **Attendance Rate (ADA) – 98%**

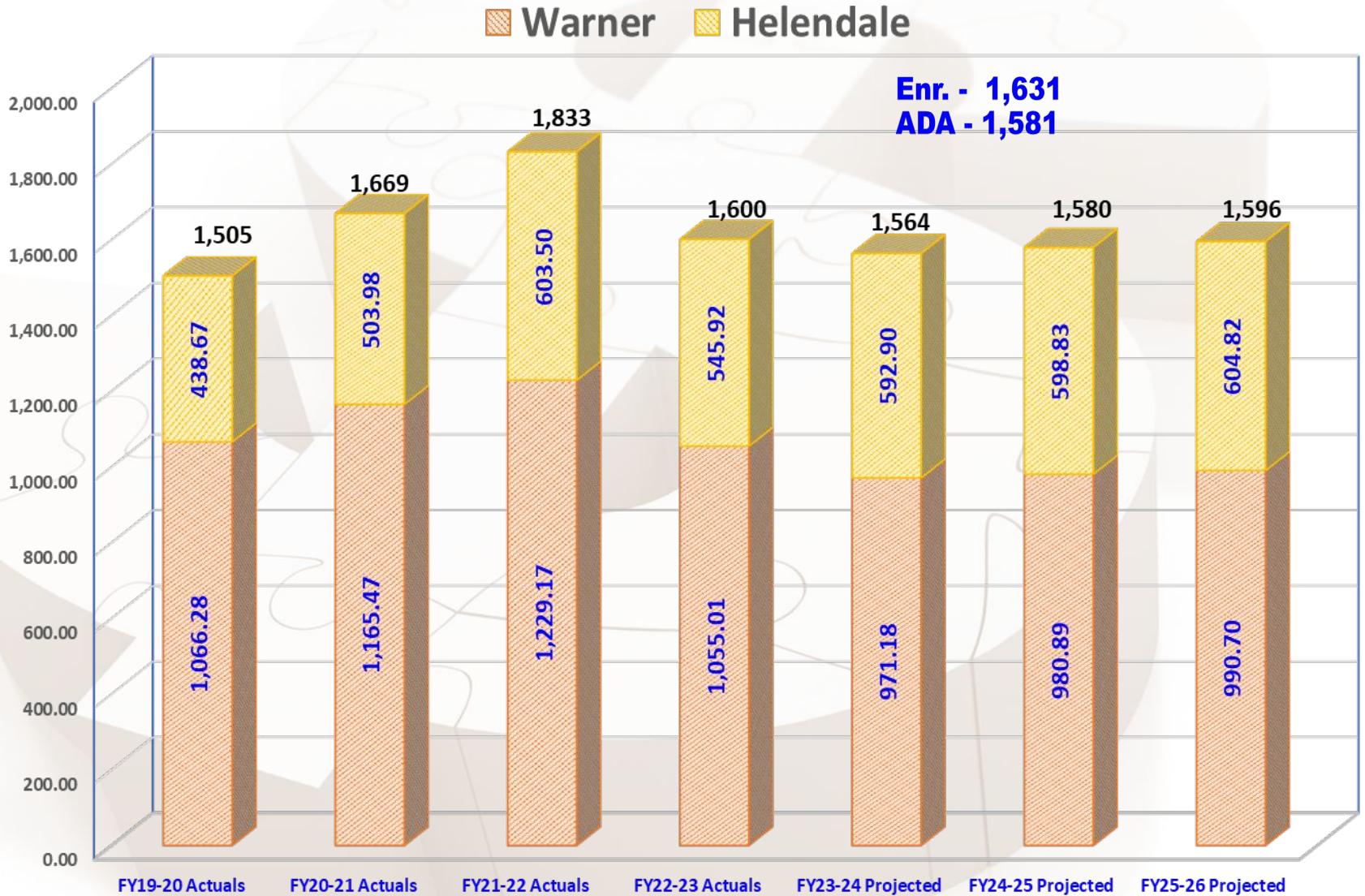
- ◆ **Interest Revenues \$200,000-\$275,000**

- **Expenditures:**

- ◆ **Step and Column Increase – 3%**

- ◆ **STRS Contribution Increase – 19.10%**

Average Daily Attendance Analysis



Combined Multi-Year Projections (FY2023-24 2nd Interim Budget)

	2023-24	2024-25	2025-26
Total Revenues	21,878,570	22,239,502	22,392,379
Total Expenditures	21,369,342	21,999,547	22,655,667
Projected Increase in Fund Balance	509,228	239,956	-263,288
Beginning Balance as Adjusted	6,807,298	6,096,429	6,336,385
Less: One-time Bonus	-710,869	0	0
Projected Ending Balance	6,096,429	6,336,385	6,073,097
Adjustments to Ending Fund Balance			
Restricted Carryover Balances	0	0	0
15% Required for Economic Uncertainties	3,205,401	3,299,933	3,398,350
Unappropriated Fund Balance Above 15%	2,891,028	3,036,453	2,674,747
Ending Balance Percent Of Expenditures	28.52%	28.80%	26.80%



Next Steps

- **EACS level**
 - **FY 2024-25 Budget and LCAP Public Hearing - June 13, 2024**
 - **FY 2024-25 EACS Budget/LCAP Adoption - June 20, 2024**
- **State level**
 - **Governor's FY24-25 May Revise - May 15, 2024**
 - **State Budget Adoption - June 30, 2024**

Coversheet

Approval of Annual Audit Engagement Services between CliftonLarsonAllen (CLA) and Excel Academy Charter Schools

Section: XII. Business/Financial Services
Item: B. Approval of Annual Audit Engagement Services between CliftonLarsonAllen (CLA) and Excel Academy Charter Schools
Purpose: Vote
Submitted by:
Related Material: Excel Academy CS - Statement of Work - Audit Services.pdf

BACKGROUND:

The State Controller mandates that charter schools undergo independent audits of financial records and procedures annually to ensure compliance with federal and state regulations. These audits aim to foster responsible fiscal practices, optimize the utilization of public funds, and assess the integrity of financial accounting and reporting systems.

After careful consideration, the Excel Academy Charter Schools Audit Committee has determined that CliftonLarsonAllen LLP best fulfills the School's requirements. Consequently, the Committee recommends that the Board of Directors approve the agreement for professional audit services to CliftonLarsonAllen LLP.

RECOMMENDATION:

It is recommended that the Board of Directors approve \$32,660 for professional audit services for Fiscal Year 2023-24.



CliftonLarsonAllen LLP
<https://www.claconnect.com>

Statement of Work - Audit Services

February 27, 2024

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated September 12, 2022, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Excel Academy Charter Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2024.

Lili Huang is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the fourth consecutive year Lili Huang will be the engagement principal.

Scope of audit services

We will audit the financial statements of Excel Academy Charter Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2024.

The statement of financial position, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the following supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Schedule of Expenditures of Federal Awards

Schedule of Instructional Time

Schedule of Average Daily Attendance

Reconciliation of Annual Financial Report With Audited Financial Statements

The following supplementary information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

Local Education Agency Organization Structure

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of adjusting journal entries, as needed.
- Preparation of the Data Collection Form.
- Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance, and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Override of Management Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and

grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for

implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the

schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our

report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately April 15, 2024.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors'

reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fees are outlined in the table below:

Service	Fee
Financial Statement Audit, includes procedures for one major program under Uniform Guidance, if additional programs are required to be tested they will be billed at \$7,500 per additional federal program	\$24,000
Implementation of the New Risk Auditing Standards which includes an increase in information technology testing	\$2,000
Data Collection Form SF-FAC and single audit reporting package	\$1,100
Informational tax return services	\$4,000
Technology and client support fee	\$1,560
Total	\$32,660

We will also bill for expenses including travel, internal and administrative charges, and a technology and client support fee of five (5%) of all professional fees billed. Our fee is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. There is a ten percent withholding clause per Education Code 14505.

Professional fees will be billed as follows:

Progress bill to be mailed on	Amount to be billed
Upon execution of the SOW	One-third of our professional fees
Upon the commencement of substantive procedures	One-third of our professional fees
Issuance of draft report(s)	One-third of our professional fees

Additional state compliance procedures related to changes to the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide to you the services described in this SOW under the MSA and believe this SOW accurately summarizes the significant terms of our audit engagement. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA related to audit services. If you have any questions, please let us know. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Excel Academy Charter Schools.

CLA
CLA



Lili Huang, Principal

SIGNED 2/27/2024, 4:14:14 PM PST

Client

Excel Academy Charter Schools

SIGN:

Heidi Gasca, Executive Director

DATE:

Coversheet

Approval of CliftonLarsonAllen LLP (CLA) Agreement Increase

Section: XII. Business/Financial Services
Item: C. Approval of CliftonLarsonAllen LLP (CLA) Agreement Increase
Purpose: Vote
Submitted by:

BACKGROUND:

On March 9, 2023, the Board of Directors approved Clifton Larson Allen LLP (CLA) for audit services and preparation of tax returns. It is worth noting that Excel Academy Charter School has forged a longstanding partnership with CLA, benefiting from its exceptional services throughout the years. CLA has consistently demonstrated an impeccable track record, further affirming its proficiency in its industry.

However, expanding the scope of engagement with CLA has become necessary due to the escalating number of public information requests from diverse third-party organizations, increased audit requirements, and state compliance. Consequently, the staff requests an increase in the agreement in the amount of \$15,000. This increase will enable the acquisition of the necessary services to address these supplementary obligations with the utmost diligence and efficacy.

RECOMMENDATION:

It is recommended that the Board of Directors approve a change order increase in the amount of \$15,000 for additional engagement services with Clifton Larson Allen LLP. If approved, the total contract value would be \$49,380.

Coversheet

Approval of 2024-2025 Strategic Staffing Plan, Salary Schedules, and Work Year Calendars

Section:	XII. Business/Financial Services
Item:	D. Approval of 2024-2025 Strategic Staffing Plan, Salary Schedules, and Work Year Calendars
Purpose:	Vote
Submitted by:	
Related Material:	2024-25 Classified Work Year Calendar.pdf 2024-25 Certificated Work Year Calendars .pdf 2024-2025 EACS Salary Schedules .pdf 2024-2025 EACS Strategic Staffing Plan.pdf

BACKGROUND:

Staff have prepared the 2024-2025 Strategic Staffing Plan for review and approval. The plan includes all recommended staff, positions, job descriptions, and salary schedules for the upcoming school year.

STAFFING

The staffing report includes individuals recommended for continued employment as well as pertinent position, salary, and benefit information for certificated, classified, and management employees.

JOB DESCRIPTIONS

The revised job descriptions have been updated to remove antiquated wording, reflect the current duties of the position, and align the minimum qualifications, knowledge and abilities to the specified duties. Job descriptions are provided to employees as part of their employment agreement documents.

SALARY SCHEDULES

Salary schedules for all personnel types have been prepared using external comparisons and internal alignment. Salary schedules are produced and published for the purpose of recruitment, communication to staff, and verification of compensation for charter school authorizers, and the public.



EXCEL ACADEMY CHARTER SCHOOL 2024-2025 CLASSIFIED WORK YEAR CALENDAR					
JULY (22)					
M	Tu	W	Th	F	#23
1	2	3	H	5	4
8	9	10	11	12	5
15	16	17	18	19	5
22	23	24	25	26	5
29	30	31			3
AUGUST (22)					
M	Tu	W	Th	F	#22
			1	2	2
5	6	7	8	9	5
12	13	14	15	16	5
19	20	21	22	23	5
26	27	28	29	30	5
SEPTEMBER (20)					
M	Tu	W	Th	F	#21
H	3	4	5	6	4
9	10	11	12	13	5
16	17	18	19	20	5
23	24	25	26	27	5
30					1
OCTOBER (23)					
M	Tu	W	Th	F	#23
	1	2	3	4	4
7	8	9	10	11	5
14	15	16	17	18	5
21	22	23	24	25	5
28	29	30	31		4
NOVEMBER (19)					
M	Tu	W	Th	F	#21
				1	1
4	5	6	7	8	5
H	12	13	14	15	4
18	19	20	21	22	3
25	26	27	H	H	3
DECEMBER (21)					
M	Tu	W	Th	F	#22
2	3	4	5	6	5
9	10	11	12	13	5
16	17	18	19	20	5
23	H	H	26	27	3
30	H				1
JANUARY (21)					
M	Tu	W	Th	F	#23
		H	2	3	2
6	7	8	9	10	5
13	14	15	16	17	5
H	21	22	23	24	4
27	28	29	30	31	5
FEBRUARY (19)					
M	Tu	W	Th	F	#20
3	4	5	6	7	5
10	11	12	13	14	5
H	18	19	20	21	4
24	25	26	27	28	5
					0
MARCH (21)					
M	Tu	W	Th	F	#21
3	4	5	6	7	5
10	11	12	13	14	5
17	18	19	20	21	5
24	25	26	27	28	5
31					1
APRIL (22)					
M	Tu	W	Th	F	#22
	1	2	3	4	4
7	8	9	10	11	5
14	15	16	17	18	5
21	22	23	24	25	5
28	29	30			3
MAY (21)					
M	Tu	W	Th	F	#22
			1	2	2
5	6	7	8	9	5
12	13	14	15	16	5
19	20	21	22	23	5
H	27	28	29	30	4
JUNE (20)					
M	Tu	W	Th	F	#21
2	3	4	5	6	5
9	10	11	12	13	5
16	17	18	H	20	4
23	24	25	26	27	5
30					1

NOVEMBER (19)					
M	Tu	W	Th	F	#21
				1	1
4	5	6	7	8	5
H	12	13	14	15	4
18	19	20	21	22	3
25	26	27	H	H	3

January 20th Martin Luther King

13 HOLIDAYS:	
7/4/2024	Independence Day
9/2/2024	Labor Day
11/11/2024	Veterans Day (observed)
11/28/- 11/29/24	Thanksgiving Break
12/24-12/25/24	Christmas Day (observed)
12/31/24 -1/1/25	New Year's Day (observed)
1/20/2025	Martin Luther King Jr.
2/17/2025	Presidents Day
5/26/2025	Memorial Day
6/19/2025	Juneteenth

Total Calendar Days M-F 261
 Total Compensated Days 248
 Total Holidays 13

12 month calendar assignments are 248 work days plus 13 paid holidays paid over 12 months.
 Assignment start and end dates are dependent on the program.
 75% - last day to start is September 29th 2024 to be eligible for step advancement

Board Approved:



EXCEL ACADEMY CHARTER SCHOOL 248 Work Days 2024-2025 CLASSIFIED WORK YEAR CALENDAR																					
JULY					22	23	AUGUST					22	22	SEPTEMBER					20	21	
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	
1	2	3	H	5	4	5					1	2	2	2	H	3	4	5	6	4	5
8	9	10	11	12	5	5	5	6	7	8	9	5	5	9	10	11	12	13	5	5	
15	16	17	18	19	5	5	12	13	14	15	16	5	5	16	17	18	19	20	5	5	
22	23	24	25	26	5	5	19	20	21	22	23	5	5	23	24	25	26	27	5	5	
29	30	31			3	3	26	27	28	29	30	5	5	30					1	1	
OCTOBER					23	23	NOVEMBER					18	21	DECEMBER					19	22	
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	
	1	2	3	4	4	4					1	1	1	2	3	4	5	6	5	5	
7	8	9	10	11	5	5	4	5	6	7	8	5	5	9	10	11	12	13	5	5	
14	15	16	17	18	5	5	H	12	13	14	15	4	5	16	17	18	19	20	5	5	
21	22	23	24	25	5	5	18	19	20	21	22	5	5	23	H	H	26	27	3	5	
28	29	30	31		4	4	25	26	27	H	H	3	5	30	H				1	2	
JANUARY					21	23	FEBRUARY					19	20	MARCH					21	21	
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	
		H	2	3	2	3	3	4	5	6	7	5	5	3	4	5	6	7	5	5	
6	7	8	9	10	5	5	10	11	12	13	14	5	5	10	11	12	13	14	5	5	
13	14	15	16	17	5	5	H	18	19	20	21	4	5	17	18	19	20	21	5	5	
H	21	22	23	24	4	5	24	25	26	27	28	5	5	24	25	26	27	28	5	5	
27	28	29	30	31	5	5						0	0	31					1	1	
APRIL					22	22	MAY					21	22	JUNE					20	21	
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	
	1	2	3	4	4	4				1	2	2	2	2	3	4	5	6	5	5	
7	8	9	10	11	5	5	5	6	7	8	9	5	5	9	10	11	12	13	5	5	
14	15	16	17	18	5	5	12	13	14	15	16	5	5	16	17	18	H	20	4	5	
21	22	23	24	25	5	5	19	20	21	22	23	5	5	23	24	25	26	27	5	5	
28	29	30			3	3	H	27	28	29	30	4	5	30					1	1	

13 HOLIDAYS:	
7/4/2024	Independence Day
9/2/2024	Labor Day
11/11/2024	Veterans Day (observed)
11/28/- 11/29/24	Thanksgiving Break
12/24-12/25/24	Christmas Day (observed)
12/31/24 -1/1/25	New Year's Day (observed)
1/20/2025	Martin Luther King Jr.
2/17/2025	Presidents Day
5/26/2025	Memorial Day
6/19/2025	Juneteenth

Total Calendar Days M-F	261
Total Compensated Days	248
Total Paid Holidays	13

12 month calendar assignments are 248 work days plus 13 paid holidays paid over 12 months.
 Assignment start and end dates are dependent on the program.
 75% - last day to start is September 29th 2024 to be eligible for step advancement

Board Approved Date: _____



EXCEL ACADEMY CHARTER SCHOOL 220 Work Days 2024-2025 CLASSIFIED WORK YEAR CALENDAR																				
JULY					13	14	AUGUST					22	22	SEPTEMBER					20	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
N	N	N	H	N	0	1				1	2	2	2	H	3	4	5	6	4	5
N	N	N	N	N	0	0	5	6	7	8	9	5	5	9	10	11	12	13	5	5
15	16	17	18	19	5	5	12	13	14	15	16	5	5	16	17	18	19	20	5	5
22	23	24	25	26	5	5	19	20	21	22	23	5	5	23	24	25	26	27	5	5
29	30	31			3	3	26	27	28	29	30	5	5	30					1	1
OCTOBER					23	23	NOVEMBER					15	18	DECEMBER					14	17
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3	4	4	4					1	1	1	2	3	4	5	6	5	5
7	8	9	10	11	5	5	4	5	6	7	8	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	H	12	13	14	15	4	5	16	17	18	19	N	4	4
21	22	23	24	25	5	5	18	19	20	21	22	5	5	N	H	H	N	N	0	2
28	29	30	31		4	4	N	N	N	H	H	0	2	N	H				0	1
JANUARY					19	21	FEBRUARY					18	19	MARCH					21	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		H	N	N	0	1	3	4	5	6	7	5	5	3	4	5	6	7	5	5
6	7	8	9	10	5	5	10	11	12	13	N	4	4	10	11	12	13	14	5	5
13	14	15	16	17	5	5	H	18	19	20	21	4	5	17	18	19	20	21	5	5
H	21	22	23	24	4	5	24	25	26	27	28	5	5	24	25	26	27	28	5	5
27	28	29	30	31	5	5						0	0	31					1	1
APRIL					17	17	MAY					21	22	JUNE					17	18
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3	4	4	4				1	2	2	2	2	3	4	5	6	5	5
N	N	N	N	N	0	0	5	6	7	8	9	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	12	13	14	15	16	5	5	16	17	18	H	20	4	5
21	22	23	24	25	5	5	19	20	21	22	23	5	5	23	24	25	N	N	3	3
28	29	30			3	3	H	27	28	29	30	4	5	N					0	0

13 HOLIDAYS:	
7/4/2024	Independence Day
9/2/2024	Labor Day
11/11/2024	Veterans Day (observed)
11/28/-11/29/24	Thanksgiving Break
12/24-12/25/24	Christmas Day (observed)
12/31/24 -1/1/25	New Year's Day (observed)
1/20/2025	Martin Luther King Jr.
2/17/2025	Presidents Day
5/26/2025	Memorial Day
6/19/2025	Juneteenth
	First and Last Day of School

Total Calendar Days M-F	261
Total Work Days	220
Total Paid Holidays	13
Total Non Work Days/Non comp	28

220

12 month calendar assignments are 248 work days plus 13 paid holidays paid over 12 months.
 Assignment start and end dates are dependent on the program.
 75% - last day to start is September 27th 2024 to be eligible for step advancement

Board Approved Date:



EXCEL ACADEMY CHARTER SCHOOL 205 Work Days 2024-2025 CLASSIFIED WORK YEAR CALENDAR																				
JULY					0	0	AUGUST					22	22	SEPTEMBER					20	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
N	N	N	H	N	0	0				1	2	2	2	H	3	4	5	6	4	5
N	N	N	N	N	0	0	5	6	7	8	9	5	5	9	10	11	12	13	5	5
N	N	N	N	N	0	0	12	13	14	15	16	5	5	16	17	18	19	20	5	5
N	N	N	N	N	0	0	19	20	21	22	23	5	5	23	24	25	26	27	5	5
N	N	N			0	0	26	27	28	29	30	5	5	30					1	1
OCTOBER					23	23	NOVEMBER					15	18	DECEMBER					15	18
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3	4	4	4					1	1	1	2	3	4	5	6	5	5
7	8	9	10	11	5	5	4	5	6	7	8	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	H	12	13	14	15	4	5	16	17	18	19	20	5	5
21	22	23	24	25	5	5	18	19	20	21	22	5	5	N	H	H	N	N	0	2
28	29	30	31		4	4	N	N	N	H	H	0	2	N	H				0	1
JANUARY					19	21	FEBRUARY					19	20	MARCH					21	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		H	N	N	0	1	3	4	5	6	7	5	5	3	4	5	6	7	5	5
6	7	8	9	10	5	5	10	11	12	13	14	5	5	10	11	12	13	14	5	5
13	14	15	16	17	5	5	H	18	19	20	21	4	5	17	18	19	20	21	5	5
H	21	22	23	24	4	5	24	25	26	27	28	5	5	24	25	26	27	28	5	5
27	28	29	30	31	5	5						0	0	31					1	1
APRIL					22	22	MAY					21	22	JUNE					14	15
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3	4	4	4				1	2	2	2	2	3	4	5	6	5	5
7	8	9	10	11	5	5	5	6	7	8	9	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	12	13	14	15	16	5	5	16	17	18	H	20	4	5
21	22	23	24	25	5	5	19	20	21	22	23	5	5	N	N	N	N	N	0	0
28	29	30			3	3	H	27	28	29	30	4	5	N					0	0

13 HOLIDAYS:	
7/4/2024	Independence Day outside of work year calendar
9/2/2024	Labor Day
11/11/2024	Veterans Day (observed)
11/28/-11/29/24	Thanksgiving Break
12/24-12/25/24	Christmas Day (observed)
12/31/24 -1/1/25	New Year's Day (observed)
1/20/2025	Martin Luther King Jr.
2/17/2025	Presidents Day
5/26/2025	Memorial Day
6/19/2025	Juneteenth
	First and Last Day of School

Total Calendar Days M-F	261
Total Work Days	211
Total Paid Holidays	12
Total Non Work Days/Non comp	44

205

needs 6 days planted

12 month calendar assignments are 248 work days plus 13 paid holidays paid over 12 months.
 Assignment start and end dates are dependent on the program.
 75% - last day to start is September 27th 2024 to be eligible for step advancement

Board Approved Date:



EXCEL ACADEMY CHARTER SCHOOL 190 Work Days 2024-2025 CLASSIFIED WORK YEAR CALENDAR																				
JULY					0	0	AUGUST					22	22	SEPTEMBER					20	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
N	N	N	H	N	0	0				1	2	2	2	H	3	4	5	6	4	5
N	N	N	N	N	0	0	5	6	7	8	9	5	5	9	10	11	12	13	5	5
N	N	N	N	N	0	0	12	13	14	15	16	5	5	16	17	18	19	20	5	5
N	N	N	N	N	0	0	19	20	21	22	23	5	5	23	24	25	26	27	5	5
N	N	N			0	0	26	27	28	29	30	5	5	30					1	1
OCTOBER					23	23	NOVEMBER					15	18	DECEMBER					15	18
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3	4	4	4					1	1	1	2	3	4	5	6	5	5
7	8	9	10	11	5	5	4	5	6	7	8	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	H	12	13	14	15	4	5	16	17	18	19	20	5	5
21	22	23	24	25	5	5	18	19	20	21	22	5	5	N	H	H	N	N	0	2
28	29	30	31		4	4	N	N	N	H	H	0	2	N	H				0	1
JANUARY					19	21	FEBRUARY					19	20	MARCH					21	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		H	N	N	0	1	3	4	5	6	7	5	5	3	4	5	6	7	5	5
6	7	8	9	10	5	5	10	11	12	13	14	5	5	10	11	12	13	14	5	5
13	14	15	16	17	5	5	H	18	19	20	21	4	5	17	18	19	20	21	5	5
H	21	22	23	24	4	5	24	25	26	27	28	5	5	24	25	26	27	28	5	5
27	28	29	30	31	5	5						0	0	31					1	1
APRIL					22	22	MAY					21	22	JUNE					10	10
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3	4	4	4				1	2	2	2	2	3	4	5	6	5	5
7	8	9	10	11	5	5	5	6	7	8	9	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	12	13	14	15	16	5	5	N	N	N	H	N	0	0
21	22	23	24	25	5	5	19	20	21	22	23	5	5	N	N	N	N	N	0	0
28	29	30			3	3	H	27	28	29	30	4	5	N					0	0

13 HOLIDAYS:	
7/4/2024	Independence Day not within work year calendar
9/2/2024	Labor Day
11/11/2024	Veterans Day (observed)
11/28/-11/29/24	Thanksgiving Break
12/24-12/25/24	Christmas Day (observed)
12/31/24 -1/1/25	New Year's Day (observed)
1/20/2025	Martin Luther King Jr.
2/17/2025	Presidents Day
5/26/2025	Memorial Day
6/19/2025	Juneteenth not within work year calendar
	First and Last Day of School

Total Calendar Days M-F	261
Total Work Days	207
Total Paid Holidays	11
Total Non Work Days/Non comp	60

190

needs 17 days planted

12 month calendar assignments are 248 work days plus 13 paid holidays paid over 12 months.
 Assignment start and end dates are dependent on the program.
 75% - last day to start is September 27th 2024 to be eligible for step advancement

Board Approved Date:



185 -Day Work Year Calendar (2024-2025)

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	
JULY	M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F		M	T	W	23.0	
	N	N	N	N	N				N	N	N	N	N			N	N	N	N	N			N	N	N	N	N		N	N	N	0.0	
																																	0.0
AUGUST	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	7.0		
	N	N			N	N	N	N	N			P	1	1	1	1			1	1	1	1	1			1	1	1	1	1	14.0		
																																21.0	
SEPTEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1.0		
	M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F		M		20.0		
	N	1	1	1	1				1	1	1	1	1			1	1	1	1	1			1	1	1	1	1		1		21.0		
OCTOBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0.0	
	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	23.0
	1	1	1	1				1	1	1	1	1			1	1	1	1	1			1	1	1	1	1		1	1	1	1	23.0	
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	6.0		
	F			M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	15.0		
	1			1	1	1	1	1				N	1	1	1	1			1	1	1	1	1			N	N	N	N	N	21.0		
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	8.0	
	M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F		M	T	14.0		
	1	1	1	1	1				1	1	1	1	1			1	1	1	1	N			N	N	N	N	N		N	N	22.0		
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	4.0	
	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	19.0	
	N	N	N			1	1	1	1	1			1	1	1	1	1			N	1	1	1	1			1	1	1	1	1	23.0	
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			2.0		
			M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F		18.0		
			1	1	1	1	1			1	1	1	1	N			N	1	1	1	1			1	1	1	1	1			20.0		
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0.0	
			M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	M	21.0		
			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1		1	21.0		
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	5.0		
	T	W	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	T	W	17.0		
	1	1	1	1			N	N	N	N	N			1	1	1	1	1			1	1	1	1	1			1	1	1	22.0		
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1.0	
	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	T	W	R	F	21.0		
	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			N	1	1	1	1	22.0		
JUNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	2.0		
		M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F		M		3.0		
	1	1	1	N	N																											5.0	
N	Planted non-work day																																
S	First day of school																																
F	Last day of school																																
L	Late start up to and including this date eligible for step advancement																																
P	Training day																																
HOLIDAYS:																																	
9/2/2024	Labor Day																																
11/11/2024	Veterans Day (observed)																																
11/25/24 - 11/29/24	Thanksgiving Break																																
12/20-1/3/25	Winter Break																																
1/20/2025	Martin Luther King Jr.																																
2/17/2025	Presidents Day Break																																
4/7/2025 - 4/11/2025	Spring Break																																
5/26/2025	Memorial Day																																
6/19/2025	Juneteenth - Not in work year calendar																																
Calendar Days (M-F)																															221.0		
Total Compensated Days																															185.0		

Assignment start and end dates are dependent on the program.
 75% - last day to start is September to be eligible for step advancement

Board Approved:



ETL -Day Work Year Calendar (2024-2025)

JULY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0	
	M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	23.0
	N	N	N	N	N				N	N	N	N	N			N	N	N	N	N			N	N	N	N	N			N	N	N	0.0
																																	0.0
AUGUST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	9	
	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	7.0		
	N	N			N	N	N	N	N			P	1	1	1	1			1	1	1	1	1			1	1	1	1	1	14.0		
												1	1	1	1				1	1	1	1	1			1	1	1	1	1	21.0		
SEPTEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
		M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	1.0		
		N	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	20.0		
																															21.0		
OCTOBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	0.0	
	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	23.0		
																															23.0		
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	6.0			
	1			1	1	1	1	1			N	1	1	1	1			1	1	1	1	1			N	N	N	N	N	15.0			
																															21.0		
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
		M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	8.0	
		1	1	1	1	1			1	1	1	1	1			1	1	1	1	N			N	N	N	N	N			N	N	14.0	
																															22.0		
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	4.0	
	N	N	N			1	1	1	1	1			1	1	1	1	1			N	1	1	1	1			1	1	1	1	19.0		
																															23.0		
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					
			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			2.0		
			1	1	1	1	1			1	1	1	1	N		N	1	1	1	1			1	1	1	1	1	1			18.0		
																															20.0		
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
			M	T	W	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	0.0	
			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	21.0	
																															21.0		
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
	T	W	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	T	W	5.0		
	1	1	1	1			N	N	N	N	N			1	1	1	1	1			1	1	1	1	1			1	1	1	17.0		
																															22.0		
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	T	W	R	F	1.0		
	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			N	1	1	1	1	21.0		
																															22.0		
JUNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
		M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	2.0		
		1	1	1	N	N																									3.0		
																															5.0		

N	Planted non-work day	
S	First day of school	
F	Last day of school	
L	Late start up to and including this date eligible for step advancement	
P	Training day	
HOLIDAYS:		
9/2/2024	Labor Day	
11/11/2024	Veterans Day (observed)	
11/25/24- 11/29/24	Thanksgiving Break	
12/20-1/3/25	Winter Break	
1/20/2025	Martin Luther King Jr.	
2/17/2025	Presidents Day Break	
4/7/2025 - 4/11/2025	Spring Break	
5/26/2025	Memorial Day	
6/19/2025	Juneteenth - Not in work year calendar	
Calendar Days (M-F)		221.0
Total Compensated Hours		9.0
Hourly Rate		\$ 40.63
EST. TOTAL		\$ 365.67

Assignment start and end dates are dependent on the program.

75% - last day to start is September to be eligible for step advancement

Board Approved:



220 Day ADMIN Work Year Calendar (2024-2025)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days
JULY	M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	10.0
	N	N	N	N	N			N	N	N	N	N			1	1	1	1	1			1	1	1	1	1			1	1	1	13.0
AUGUST	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	0.0	
	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1	22.0	
SEPTEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1.0	
		M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	20.0	
		N	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	21.0	
OCTOBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0.0
	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	23.0
	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	23.0	
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	6.0	
	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	15.0	
	1				1	1	1	1			N	1	1	1	1	1			1	1	1	1	1			N	N	N	N	N	21.0	
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	8.0
		M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	14.0
	1	1	1	1	1				1	1	1	1	1			1	1	1	1	N			M	T	W	R	F			M	T	22.0
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	4.0
	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	19.0
	N	N	N			1	1	1	1			1	1	1	1	1			N	1	1	1	1			1	1	1	1	1	23.0	
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			2.0	
			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			18.0	
			1	1	1	1	1			1	1	1	1	N			N	1	1	1	1			1	1	1	1	1			20.0	
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0.0
			M	T	W	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	21.0
			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	21.0
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	5.0	
	T	W	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	T	W	17.0	
	1	1	1	1			N	N	N	N	N			1	1	1	1	1			1	1	1	1	1			1	1	1	22.0	
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1.0
	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	T	W	R	F	21.0	
	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			N	1	1	1	1	22.0	
JUNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1.0	
		M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	20.0	
	1	1	1	1	1			1	1	1	1	1			1	1	1	N	1			1	1	1	1	1	1			1	21.0	

N	Planted non-work day	
S	First day of school	
F	Last day of school	
L	Late start up to and including this date eligible for step advancement	
P	Training day	
HOLIDAYS:		
7/4/2024	July 4th	
9/2/2024	Labor Day	
11/11/2024	Veterans Day (observed)	
11/25/24- 11/29/24	Thanksgiving Break	
12/20-1/3/25	Winter Break	
1/20/2025	Martin Luther King Jr.	
2/17/2025	Presidents Day Break	
4/7/2025-4/11/2025	Spring Break	
5/26/2025	Memorial Day	
6/19/2025	Juneteenth	

Calendar Days (M-F)	261.0
Total Compensated Days	223.0
Non-Work Day to Plant	3.0

Assignment start and end dates are dependent on the program.
 75% - last day to start is September to be eligible for step advancement

Board Approved:



190 Days/ 11 mo. SPED Work Year Calendar (2024-2025)

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days																																									
JULY	M	T	W	R	F					M	T	W	R	F																				0.0																																							
																																			0.0																																						
AUGUST	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F		2.0																																								
	N	N			1	1	1	1	1			P	1	1	1	1			1	1	1	1	1	1			1	1	1	1	1	1		19.0																																							
SEPTEMBER																																																																									
	M	T	W	R	F					M	T	W	R	F						M	T	W	R	F			M	T	W	R	F	M		1.0																																							
OCTOBER																																																																									
	N	1	1	1	1					1	1	1	1	1			1	1	1	1	1				1	1	1	1	1	1					20.0																																						
NOVEMBER																																																																									
	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F					6.0																																						
DECEMBER																																																																									
	M	T	W	R	F					M	T	W	R	F				M	T	W	R	F			M	T	W	R	F		M	T			8.0																																						
JANUARY																																																																									
	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F				4.0																																						
FEBRUARY																																																																									
	N	N	N			1	1	1	1	1																											19.0																																				
MARCH																																																																									
	M	T	W	R	F					M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M				0.0																																						
APRIL																																																																									
	1	1	1	1																																																																					
MAY																																																																									
	R	F			M	T	W	R	F			M	W	T	R	F			M	T	W	R	F			M	T	W	R	F					2.0																																						
JUNE																																																																									
	1	1	1	1	1																																																																				
N		Planted non-work day																																																																							
S		First day of school																																																																							
F		Last day of school																																				Calendar Days (M-F)		237.0																																	
L		Late start up to and including this date eligible for step advancement																																																																							
P		Training day																																																																							
<p>HOLIDAYS:</p> <table border="1"> <tr> <td>9/2/2024</td> <td>Labor Day</td> </tr> <tr> <td>11/11/2024</td> <td>Veterans Day (observed)</td> </tr> <tr> <td>11/25/24- 11/29/24</td> <td>Thanksgiving Break</td> </tr> <tr> <td>12/20-1/3/25</td> <td>Winter Break</td> </tr> <tr> <td>1/20/2025</td> <td>Martin Luther King Jr.</td> </tr> <tr> <td>2/17/2025</td> <td>Presidents Day Break</td> </tr> <tr> <td>4/7/2025-4/11/2025</td> <td>Spring Break</td> </tr> <tr> <td>5/26/2025</td> <td>Memorial Day</td> </tr> <tr> <td>6/19/2025</td> <td>Juneteenth</td> </tr> </table>																																					9/2/2024	Labor Day	11/11/2024	Veterans Day (observed)	11/25/24- 11/29/24	Thanksgiving Break	12/20-1/3/25	Winter Break	1/20/2025	Martin Luther King Jr.	2/17/2025	Presidents Day Break	4/7/2025-4/11/2025	Spring Break	5/26/2025	Memorial Day	6/19/2025	Juneteenth																			
9/2/2024	Labor Day																																																																								
11/11/2024	Veterans Day (observed)																																																																								
11/25/24- 11/29/24	Thanksgiving Break																																																																								
12/20-1/3/25	Winter Break																																																																								
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4/7/2025-4/11/2025	Spring Break																																																																								
5/26/2025	Memorial Day																																																																								
6/19/2025	Juneteenth																																																																								
<table border="1"> <tr> <td colspan="34"></td> <td colspan="2">Total Compensated Days</td> <td>190.0</td> </tr> </table>																																																																							Total Compensated Days		190.0
																																		Total Compensated Days		190.0																																					
<p>Assignment start and end dates are dependent on the program.</p>																																																																									
<p>75% - last day to start is September to be eligible for step advancement</p>																																																																									
<p>Board Approved:</p>																																																																									

Administrative Salary Schedule						
	CEO/Superintendent	Executive Director	Director Principal Program Specialist	Assistant Director Vice Principal	Coordinator	Specialist
	225	220	220	220	220	220
Step 0	\$165,757	\$132,606	\$106,085	\$84,868	\$72,137	\$64,924
Step 1	\$170,730	\$136,584	\$109,267	\$87,414	\$74,302	\$66,871
Step 2	\$175,852	\$140,681	\$112,545	\$90,036	\$76,531	\$68,878
Step 3	\$181,127	\$144,902	\$115,921	\$92,737	\$78,827	\$70,944
Step 4	\$186,561	\$149,249	\$119,399	\$95,519	\$81,191	\$73,072
Step 5	\$192,158	\$153,726	\$122,981	\$98,385	\$83,627	\$75,264
Step 6	\$197,923	\$158,338	\$126,671	\$101,336	\$86,136	\$77,522
Step 7	\$203,860	\$163,088	\$130,471	\$104,376	\$88,720	\$79,848
Step 8	\$209,976	\$167,981	\$134,385	\$107,508	\$91,382	\$82,243
Step 9	\$216,275	\$173,020	\$138,416	\$110,733	\$94,123	\$84,711
Step 10	\$222,764	\$178,211	\$142,569	\$114,055	\$96,947	\$87,252
Step 11	\$229,447	\$183,557	\$146,846	\$117,477	\$99,855	\$89,870
Step 12	\$236,330	\$189,064	\$151,251	\$121,001	\$102,851	\$92,566
Step 13	\$243,420	\$194,736	\$155,789	\$124,631	\$105,936	\$95,343
Step 14	\$250,723	\$200,578	\$160,462	\$128,370	\$109,114	\$98,203
Step 15	\$258,244	\$206,595	\$165,276	\$132,221	\$112,388	\$101,149
Step 16	\$265,992	\$212,793	\$170,235	\$136,188	\$115,760	\$104,184
Step 17	\$273,971	\$219,177	\$175,342	\$140,273	\$119,232	\$107,309
Step 18	\$282,190	\$225,752	\$180,602	\$144,481	\$122,809	\$110,528
Step 19					\$126,494	\$113,844
Step 20						\$117,260
Step 21						\$120,777
Step 22						\$124,401
Step 23						\$128,133
Step 24						\$131,977
Step 25						\$135,936
1.03		\$0	\$0	\$0	\$0	\$0

Classified Administrative/ Leadership /Salary Schedule					
	Executive Director	Director	Assistant Director	Coordinator	Manager
	261	261	261	261	261
Step 0	\$132,606	\$106,085	\$84,868	\$72,137	\$64,924
Step 1	\$136,584	\$109,267	\$87,414	\$74,302	\$66,871
Step 2	\$140,681	\$112,545	\$90,036	\$76,531	\$68,878
Step 3	\$144,902	\$115,921	\$92,737	\$78,827	\$70,944
Step 4	\$149,249	\$119,399	\$95,519	\$81,191	\$73,072
Step 5	\$153,726	\$122,981	\$98,385	\$83,627	\$75,264
Step 6	\$158,338	\$126,671	\$101,336	\$86,136	\$77,522
Step 7	\$163,088	\$130,471	\$104,376	\$88,720	\$79,848
Step 8	\$167,981	\$134,385	\$107,508	\$91,382	\$82,243
Step 9	\$173,020	\$138,416	\$110,733	\$94,123	\$84,711
Step 10	\$178,211	\$142,569	\$114,055	\$96,947	\$87,252
Step 11	\$183,557	\$146,846	\$117,477	\$99,855	\$89,870
Step 12	\$189,064	\$151,251	\$121,001	\$102,851	\$92,566
Step 13	\$194,736	\$155,789	\$124,631	\$105,936	\$95,343
Step 14	\$200,578	\$160,462	\$128,370	\$109,114	\$98,203
Step 15	\$206,595	\$165,276	\$132,221	\$112,388	\$101,149
Step 16	\$212,793	\$170,235	\$136,188	\$115,760	\$104,184
Step 17	\$219,177	\$175,342		\$119,232	\$107,309
Step 18	\$225,752	\$180,602		\$122,809	\$110,528
Step 19	\$232,525	\$186,020		\$126,494	\$113,844
Step 20	\$239,501	\$191,601			\$117,260
Step 21	\$246,686	\$197,349			\$120,777
Step 22	\$254,086	\$203,269			\$124,401
Step 23	\$261,709				\$128,133
Step 24	\$269,560				
Step 25	\$277,647				
1.03		\$0	\$0	\$0	\$0

	Certificated General Education Teacher					
	Virtual Annual	Virtual Hourly	ToR Annual	ToR Hourly	MA ToR Annual	MA ToR Hourly
A I Class	\$ 7,150.00	\$ 40.63				
B II Class	\$ 14,300.00	\$ 40.63				
C III Class	\$ 21,450.00	\$ 40.63	0.03		0.03	
Step 1			\$ 56,919.05	\$ 38.46	\$ 45,535.24	\$ 30.77
Step 2			\$ 58,626.63	\$ 39.61	\$ 46,901.30	\$ 31.69
Step 3			\$ 60,385.42	\$ 40.80	\$ 48,308.34	\$ 32.64
Step 4			\$ 62,196.99	\$ 42.02	\$ 49,757.59	\$ 33.62
Step 5			\$ 64,062.90	\$ 43.29	\$ 51,250.32	\$ 34.63
Step 6			\$ 65,984.78	\$ 44.58	\$ 52,787.83	\$ 35.67
Step 7			\$ 67,964.33	\$ 45.92	\$ 54,371.46	\$ 36.74
Step 8			\$ 70,003.26	\$ 47.30	\$ 56,002.61	\$ 37.84
Step 9			\$ 72,103.35	\$ 48.72	\$ 57,682.68	\$ 38.97
Step 10			\$ 74,266.46	\$ 50.18	\$ 59,413.16	\$ 40.14
Step 11			\$ 76,494.45	\$ 51.69	\$ 61,195.56	\$ 41.35
Step 12			\$ 78,789.28	\$ 53.24	\$ 63,031.43	\$ 42.59
Step 13			\$ 81,152.96	\$ 54.83	\$ 64,922.37	\$ 43.87
Step 14			\$ 83,587.55	\$ 56.48	\$ 66,870.04	\$ 45.18
Step 15			\$ 86,095.18	\$ 58.17	\$ 68,876.14	\$ 46.54

Certificated Special Education Teacher				
	Range 1 - 185 Days (2.5%)	Range 2 - 190 Days (2.5%)	Range 3 - 212 Days (2.5%)	Range 4 - 220 Days (2.5%)
Step 1	\$ 65,000.00	\$ 66,756.50	\$ 74,486.20	\$ 76,720.78
Step 2	\$ 66,625.00	\$ 68,425.41	\$ 76,348.36	\$ 78,638.80
Step 3	\$ 68,290.63	\$ 70,136.05	\$ 78,257.06	\$ 80,604.77
Step 4	\$ 69,997.89	\$ 71,889.45	\$ 80,213.49	\$ 82,619.89
Step 5	\$ 71,747.84	\$ 73,686.69	\$ 82,218.83	\$ 84,685.39
Step 6	\$ 73,541.53	\$ 75,528.85	\$ 84,274.30	\$ 86,802.52
Step 7	\$ 75,380.07	\$ 77,417.07	\$ 86,381.16	\$ 88,972.58
Step 8	\$ 77,264.57	\$ 79,352.50	\$ 88,540.68	\$ 91,196.90
Step 9	\$ 79,196.19	\$ 81,336.31	\$ 90,754.20	\$ 93,476.82
Step 10	\$ 81,176.09	\$ 83,369.72	\$ 93,023.06	\$ 95,813.74
Step 11	\$ 83,205.50	\$ 85,453.96	\$ 95,348.63	\$ 98,209.08
Step 12	\$ 85,285.63	\$ 87,590.31	\$ 97,732.35	\$ 100,664.31
Step 13	\$ 87,417.77	\$ 89,780.07	\$ 100,175.66	\$ 103,180.92
Step 14	\$ 89,603.22	\$ 92,024.57	\$ 102,680.05	\$ 105,760.44
Step 15	\$ 91,843.30	\$ 94,325.19	\$ 105,247.05	\$ 108,404.45
Step 16	\$ 94,139.38	\$ 96,683.32	\$ 107,878.23	\$ 111,114.57
Step 17	\$ 96,492.87	\$ 99,100.40	\$ 110,575.18	\$ 113,892.43
Step 18	\$ 98,905.19	\$ 101,577.91	\$ 113,339.56	\$ 116,739.74
Step 19	\$ 101,377.82	\$ 104,117.36	\$ 116,173.05	\$ 119,658.23
Step 20	\$ 103,912.26	\$ 106,720.29	\$ 119,077.38	\$ 122,649.69

Certificated Pupil Support									
Certificated	Range 1 (3%)*	Range 2 (3%)*	Range 3 (3%)	Range 4 (3%)	Range 5 (3%)	Range 6 (3%)	Range 7 (3%)	Range 8 (3%)	
Step 1	\$ 55,807.04	\$ 57,295.23	\$ 59,527.51	\$ 61,759.79	\$ 63,992.08	\$ 78,129.86	\$ 90,573.92	\$ 102,684.96	
Step 2	\$ 57,481.25	\$ 59,014.09	\$ 61,313.34	\$ 63,612.59	\$ 65,911.84	\$ 80,473.76	\$ 93,291.14	\$ 105,765.51	
Step 3	\$ 59,205.69	\$ 60,784.51	\$ 63,152.74	\$ 65,520.97	\$ 67,889.19	\$ 82,887.97	\$ 96,089.88	\$ 108,938.47	
Step 4	\$ 60,981.86	\$ 62,608.05	\$ 65,047.32	\$ 67,486.60	\$ 69,925.87	\$ 85,374.61	\$ 98,972.57	\$ 112,206.63	
Step 5	\$ 62,811.32	\$ 64,486.29	\$ 66,998.74	\$ 69,511.19	\$ 72,023.65	\$ 87,935.85	\$ 101,941.75	\$ 115,572.83	
Step 6	\$ 64,695.66	\$ 66,420.88	\$ 69,008.70	\$ 71,596.53	\$ 74,184.36	\$ 90,573.92	\$ 105,000.00	\$ 119,040.01	
Step 7	\$ 66,636.53	\$ 68,413.50	\$ 71,078.96	\$ 73,744.42	\$ 76,409.89	\$ 93,291.14	\$ 108,150.00	\$ 122,611.21	
Step 8	\$ 68,635.62	\$ 70,465.91	\$ 73,211.33	\$ 75,956.76	\$ 78,702.18	\$ 96,089.87	\$ 111,394.50	\$ 126,289.55	
Step 9	\$ 70,694.69	\$ 72,579.89	\$ 75,407.67	\$ 78,235.46	\$ 81,063.25	\$ 98,972.57	\$ 114,736.34	\$ 130,078.24	
Step 10	\$ 72,815.53	\$ 74,757.28	\$ 77,669.90	\$ 80,582.52	\$ 83,495.15	\$ 101,941.75	\$ 118,178.43	\$ 133,980.58	
Step 11	\$ 75,000.00	\$ 77,000.00	\$ 80,000.00	\$ 83,000.00	\$ 86,000.00	\$ 105,000.00	\$ 121,723.78	\$ 138,000.00	
Step 12	\$ 77,250.00	\$ 79,310.00	\$ 82,400.00	\$ 85,490.00	\$ 88,580.00	\$ 108,150.00	\$ 125,375.49	\$ 142,140.00	
Step 13	\$ 79,567.50	\$ 81,689.30	\$ 84,872.00	\$ 88,054.70	\$ 91,237.40	\$ 111,394.50	\$ 129,136.76	\$ 146,404.20	
Step 14	\$ 81,954.53	\$ 84,139.98	\$ 87,418.16	\$ 90,696.34	\$ 93,974.52	\$ 114,736.34	\$ 133,010.86	\$ 150,796.33	
Step 15	\$ 84,413.16	\$ 86,664.18	\$ 90,040.70	\$ 93,417.23	\$ 96,793.76	\$ 118,178.43	\$ 137,001.19	\$ 155,320.22	
Step 16	\$ 86,945.56	\$ 89,264.10	\$ 92,741.93	\$ 96,219.75	\$ 99,697.57	\$ 121,723.78	\$ 141,111.22		
Step 17	\$ 89,553.92	\$ 91,942.03	\$ 95,524.18	\$ 99,106.34	\$ 102,688.50	\$ 125,375.49	\$ 145,344.56		
Step 18	\$ 92,240.54	\$ 94,700.29	\$ 98,389.91	\$ 102,079.53	\$ 105,769.15	\$ 129,136.76	\$ 149,704.90		
Step 19	\$ 95,007.76	\$ 97,541.30	\$ 101,341.61	\$ 105,141.92	\$ 108,942.23	\$ 133,010.86	\$ 154,196.04		
Step 20	\$ 97,857.99	\$ 100,467.54	\$ 104,381.85	\$ 108,296.17	\$ 112,210.49	\$ 137,001.18	\$ 158,821.92		

Excel Salary Schedules 2022-23								
SPED Classified								
	Range 1 (3%)*	Range 2 (3%)*	Range 3 (3%)	Range 4 (3%)	Range 5 (3%)	Range 6 (3%)	Range 7 (3%)	Range 8 (3%)
Step 1	\$ 75,000.00	\$ 77,000.00	\$ 80,000.00	\$ 83,000.00	\$ 86,000.00	\$ 105,000.00	\$ 121,723.78	\$ 138,000.00
Step 2	\$ 77,250.00	\$ 79,310.00	\$ 82,400.00	\$ 85,490.00	\$ 88,580.00	\$ 108,150.00	\$ 125,375.49	\$ 142,140.00
Step 3	\$ 79,567.50	\$ 81,689.30	\$ 84,872.00	\$ 88,054.70	\$ 91,237.40	\$ 111,394.50	\$ 129,136.76	\$ 146,404.20
Step 4	\$ 81,954.53	\$ 84,139.98	\$ 87,418.16	\$ 90,696.34	\$ 93,974.52	\$ 114,736.34	\$ 133,010.86	\$ 150,796.33
Step 5	\$ 84,413.16	\$ 86,664.18	\$ 90,040.70	\$ 93,417.23	\$ 96,793.76	\$ 118,178.43	\$ 137,001.19	\$ 155,320.22
Step 6	\$ 86,945.56	\$ 89,264.10	\$ 92,741.93	\$ 96,219.75	\$ 99,697.57	\$ 121,723.78	\$ 141,111.22	
Step 7	\$ 89,553.92	\$ 91,942.03	\$ 95,524.18	\$ 99,106.34	\$ 102,688.50	\$ 125,375.49	\$ 145,344.56	
Step 8	\$ 92,240.54	\$ 94,700.29	\$ 98,389.91	\$ 102,079.53	\$ 105,769.15	\$ 129,136.76	\$ 149,704.90	
Step 9	\$ 95,007.76	\$ 97,541.30	\$ 101,341.61	\$ 105,141.92	\$ 108,942.23	\$ 133,010.86	\$ 154,196.04	
Step 10	\$ 97,857.99	\$ 100,467.54	\$ 104,381.85	\$ 108,296.17	\$ 112,210.49	\$ 137,001.18	\$ 158,821.92	
Classified Pupil Support								
	Range 1 (3%)*	Range 2 (3%)*	Range 3 (3%)	Range 4 (3%)	Range 5 (3%)	Range 6 (3%)	Range 7 (3%)	Range 8 (3%)
Step 1	\$ 55,807.04	\$ 57,295.23	\$ 59,527.51	\$ 61,759.79	\$ 63,992.08	\$ 78,129.86	\$ 90,573.92	\$ 102,684.96
Step 2	\$ 57,481.25	\$ 59,014.09	\$ 61,313.34	\$ 63,612.59	\$ 65,911.84	\$ 80,473.76	\$ 93,291.14	\$ 105,765.51
Step 3	\$ 59,205.69	\$ 60,784.51	\$ 63,152.74	\$ 65,520.97	\$ 67,889.19	\$ 82,887.97	\$ 96,089.88	\$ 108,938.47
Step 4	\$ 60,981.86	\$ 62,608.05	\$ 65,047.32	\$ 67,486.60	\$ 69,925.87	\$ 85,374.61	\$ 98,972.57	\$ 112,206.63
Step 5	\$ 62,811.32	\$ 64,486.29	\$ 66,998.74	\$ 69,511.19	\$ 72,023.65	\$ 87,935.85	\$ 101,941.75	\$ 115,572.83
Step 6	\$ 64,695.66	\$ 66,420.88	\$ 69,008.70	\$ 71,596.53	\$ 74,184.36	\$ 90,573.92	\$ 105,000.00	\$ 119,040.01
Step 7	\$ 66,636.53	\$ 68,413.50	\$ 71,078.96	\$ 73,744.42	\$ 76,409.89	\$ 93,291.14	\$ 108,150.00	\$ 122,611.21
Step 8	\$ 68,635.62	\$ 70,465.91	\$ 73,211.33	\$ 75,956.76	\$ 78,702.18	\$ 96,089.87	\$ 111,394.50	\$ 126,289.55
Step 9	\$ 70,694.69	\$ 72,579.89	\$ 75,407.67	\$ 78,235.46	\$ 81,063.25	\$ 98,972.57	\$ 114,736.34	\$ 130,078.24
Step 10	\$ 72,815.53	\$ 74,757.28	\$ 77,669.90	\$ 80,582.52	\$ 83,495.15	\$ 101,941.75	\$ 118,178.43	\$ 133,980.58
Step 11	\$ 75,000.00	\$ 77,000.00	\$ 80,000.00	\$ 83,000.00	\$ 86,000.00	\$ 105,000.00	\$ 121,723.78	\$ 138,000.00
Step 12	\$ 77,250.00	\$ 79,310.00	\$ 82,400.00	\$ 85,490.00	\$ 88,580.00	\$ 108,150.00	\$ 125,375.49	\$ 142,140.00
Step 13	\$ 79,567.50	\$ 81,689.30	\$ 84,872.00	\$ 88,054.70	\$ 91,237.40	\$ 111,394.50	\$ 129,136.76	\$ 146,404.20
Step 14	\$ 81,954.53	\$ 84,139.98	\$ 87,418.16	\$ 90,696.34	\$ 93,974.52	\$ 114,736.34	\$ 133,010.86	\$ 150,796.33
Step 15	\$ 84,413.16	\$ 86,664.18	\$ 90,040.70	\$ 93,417.23	\$ 96,793.76	\$ 118,178.43	\$ 137,001.19	\$ 155,320.22
Step 16	\$ 86,945.56	\$ 89,264.10	\$ 92,741.93	\$ 96,219.75	\$ 99,697.57	\$ 121,723.78	\$ 141,111.22	
Step 17	\$ 89,553.92	\$ 91,942.03	\$ 95,524.18	\$ 99,106.34	\$ 102,688.50	\$ 125,375.49	\$ 145,344.56	
Step 18	\$ 92,240.54	\$ 94,700.29	\$ 98,389.91	\$ 102,079.53	\$ 105,769.15	\$ 129,136.76	\$ 149,704.90	
Step 19	\$ 95,007.76	\$ 97,541.30	\$ 101,341.61	\$ 105,141.92	\$ 108,942.23	\$ 133,010.86	\$ 154,196.04	
Step 20	\$ 97,857.99	\$ 100,467.54	\$ 104,381.85	\$ 108,296.17	\$ 112,210.49	\$ 137,001.18	\$ 158,821.92	

Classified Salary Schedule								
	Clerical		Technical		Specialist		Coordinator	
	Range 1 (3%)	Hourly	Range 2 (3%)	Hourly	Range 3 (3%)	Hourly	Range 4 (3%)	Hourly
Step 1	\$ 40,000.00	\$ 19.16	\$ 44,000.00	\$ 21.07	\$ 50,600.00	\$ 24.23	\$ 60,720.00	\$ 29.08
Step 2	\$ 41,200.00	\$ 19.73	\$ 45,320.00	\$ 21.70	\$ 52,118.00	\$ 24.96	\$ 62,541.60	\$ 29.95
Step 3	\$ 42,436.00	\$ 20.32	\$ 46,679.60	\$ 22.36	\$ 53,681.54	\$ 25.71	\$ 64,417.85	\$ 30.85
Step 4	\$ 43,709.08	\$ 20.93	\$ 48,079.99	\$ 23.03	\$ 55,291.99	\$ 26.48	\$ 66,350.38	\$ 31.78
Step 5	\$ 45,020.35	\$ 21.56	\$ 49,522.39	\$ 23.72	\$ 56,950.75	\$ 27.28	\$ 68,340.89	\$ 32.73
Step 6	\$ 46,370.96	\$ 22.21	\$ 51,008.06	\$ 24.43	\$ 58,659.27	\$ 28.09	\$ 70,391.12	\$ 33.71
Step 7	\$ 47,762.09	\$ 22.87	\$ 52,538.30	\$ 25.16	\$ 60,419.05	\$ 28.94	\$ 72,502.86	\$ 34.72
Step 8	\$ 49,194.95	\$ 23.56	\$ 54,114.45	\$ 25.92	\$ 62,231.62	\$ 29.80	\$ 74,677.94	\$ 35.77
Step 9	\$ 50,670.80	\$ 24.27	\$ 55,737.88	\$ 26.69	\$ 64,098.57	\$ 30.70	\$ 76,918.28	\$ 36.84
Step 10	\$ 52,190.93	\$ 25.00	\$ 57,410.02	\$ 27.50	\$ 66,021.52	\$ 31.62	\$ 79,225.83	\$ 37.94
Step 11	\$ 53,756.66	\$ 25.75	\$ 59,132.32	\$ 28.32	\$ 68,002.17	\$ 32.57	\$ 81,602.60	\$ 39.08
Step 12	\$ 55,369.35	\$ 26.52	\$ 60,906.29	\$ 29.17	\$ 70,042.23	\$ 33.55	\$ 84,050.68	\$ 40.25
Step 13	\$ 57,030.44	\$ 27.31	\$ 62,733.48	\$ 30.04	\$ 72,143.50	\$ 34.55	\$ 86,572.20	\$ 41.46
Step 14	\$ 58,741.35	\$ 28.13	\$ 64,615.48	\$ 30.95	\$ 74,307.81	\$ 35.59	\$ 89,169.37	\$ 42.71
Step 15	\$ 60,503.59	\$ 28.98	\$ 66,553.95	\$ 31.87	\$ 76,537.04	\$ 36.66	\$ 91,844.45	\$ 43.99
Step 16	\$ 62,318.70	\$ 29.85	\$ 68,550.57	\$ 32.83	\$ 78,833.15	\$ 37.76	\$ 94,599.78	\$ 45.31
Step 17	\$ 64,188.26	\$ 30.74	\$ 70,607.08	\$ 33.82	\$ 81,198.15	\$ 38.89	\$ 97,437.77	\$ 46.67
Step 18	\$ 66,113.91	\$ 31.66	\$ 72,725.30	\$ 34.83	\$ 83,634.09	\$ 40.05	\$ 100,360.91	\$ 48.07
Step 19	\$ 68,097.32	\$ 32.61	\$ 74,907.05	\$ 35.88	\$ 86,143.11	\$ 41.26	\$ 103,371.74	\$ 49.51
Step 20	\$ 70,140.24	\$ 33.59	\$ 77,154.27	\$ 36.95	\$ 88,727.41	\$ 42.49	\$ 106,472.89	\$ 50.99
			10%	\$ 0.00	15%	\$ 0.00	20%	\$ 0.00

	Virtual Annual	Virtual Hourly
A (NEW) I Class	\$ 7,150.00	\$ 40.63
B (NEW) II Class	\$ 14,300.00	\$ 40.63
C (NEW) III Class	\$ 21,450.00	\$ 40.63

VIRTUAL ADDITIONAL ASSIGNMENT							
ETL							
Virtual Class Stipend	Freq.	Hourly Rate	MAX MONTHLY	Year	Weekly (EST)	Monthly (EST)	Annual (EST)
1 CLASS Stipend	per month	\$ 40.63	\$ 650.00	\$ 7,150.00	4	16	176
2 CLASS Stipend	per month	\$ 40.63	\$ 1,300.00	\$ 14,300.00	8	32	352
3 CLASS Stipend	per month	\$ 40.63	\$ 1,950.00	\$ 21,450.00	12	48	528
4 CLASS Stipend	per month	\$ 40.63	\$ 2,600.00	\$ 28,600.00	16	64	704

	MIN Students	MAX Students
VT ONLY	8.00	27.00
TOR/VT	8.00	27.00
MA-TOR	8.00	27.00
CTE	N/A	27.00
*** Classes more than 27 are rolled into a additional class		

INTERVENTION ETL							
Virtual Class Stipend	Freq.	Hourly Rate	MAX MONTHLY	Year	Weekly (EST)	Monthly (EST)	Annual (EST)
1 CLASS Stipend	per month	\$ 40.63	\$ 750.00	\$ 8,250.00	5	20	220
2 CLASS Stipend	per month	\$ 40.63	\$ 1,500.00	\$ 16,500.00	10	40	440
3 CLASS Stipend	per month	\$ 40.63	\$ 2,250.00	\$ 24,750.00	15	60	660
4 CLASS Stipend	per month	\$ 40.63	\$ 3,000.00	\$ 33,000.00	20	80	880

MIDDLE SCHOOL ETL							
Virtual Class Stipend	Freq.	Hourly Rate	MAX MONTHLY	Year	Weekly (EST)	Monthly (EST)	Annual (EST)
1 CLASS Stipend	per month	\$ 40.63	\$ 750.00	\$ 8,250.00	5	20	220
2 CLASS Stipend	per month	\$ 40.63	\$ 1,500.00	\$ 16,500.00	10	40	440
3 CLASS Stipend	per month	\$ 40.63	\$ 2,250.00	\$ 24,750.00	15	60	660
4 CLASS Stipend	per month	\$ 40.63	\$ 3,000.00	\$ 33,000.00	20	80	880

AB130							
Virtual Class Stipend	Freq.	Hourly Rate	MAX MONTHLY	Year	Weekly (EST)	Monthly (EST)	Annual (EST)
2 CLASS	per month	\$ 40.63	\$ 325.00	\$ 3,575.00	2	8	88
4 CLASS	per month	\$ 40.63	\$ 650.00	\$ 7,150.00	4	16	176

CODER-Z							
Virtual Class Stipend	Freq.	Hourly Rate	MAX MONTHLY	Year	Weekly (EST)	Monthly (EST)	Annual (EST)
1 CLASS Stipend	per month	\$ 40.63	\$ 650.00	\$ 7,150.00	4	16	176

Certificated Hourly Salary Schedule								
	Clerical		Technical		Specialist		Coordinator	
	Range 1 (3%)	Hourly	Range 2 (3%)	Hourly	Range 3 (3%)	Hourly	Range 4 (3%)	Hourly
Step 1	\$ 40,000.00	\$ 19.23	\$ 44,000.00	\$ 21.15	\$ 50,600.00	\$ 24.33	\$ 60,720.00	\$ 29.19
Step 2	\$ 41,200.00	\$ 19.81	\$ 45,320.00	\$ 21.79	\$ 52,118.00	\$ 25.06	\$ 62,541.60	\$ 30.07
Step 3	\$ 42,436.00	\$ 20.40	\$ 46,679.60	\$ 22.44	\$ 53,681.54	\$ 25.81	\$ 64,417.85	\$ 30.97
Step 4	\$ 43,709.08	\$ 21.01	\$ 48,079.99	\$ 23.12	\$ 55,291.99	\$ 26.58	\$ 66,350.38	\$ 31.90
Step 5	\$ 45,020.35	\$ 21.64	\$ 49,522.39	\$ 23.81	\$ 56,950.75	\$ 27.38	\$ 68,340.89	\$ 32.86
Step 6	\$ 46,370.96	\$ 22.29	\$ 51,008.06	\$ 24.52	\$ 58,659.27	\$ 28.20	\$ 70,391.12	\$ 33.84
Step 7	\$ 47,762.09	\$ 22.96	\$ 52,538.30	\$ 25.26	\$ 60,419.05	\$ 29.05	\$ 72,502.86	\$ 34.86
Step 8	\$ 49,194.95	\$ 23.65	\$ 54,114.45	\$ 26.02	\$ 62,231.62	\$ 29.92	\$ 74,677.94	\$ 35.90
Step 9	\$ 50,670.80	\$ 24.36	\$ 55,737.88	\$ 26.80	\$ 64,098.57	\$ 30.82	\$ 76,918.28	\$ 36.98
Step 10	\$ 52,190.93	\$ 25.09	\$ 57,410.02	\$ 27.60	\$ 66,021.52	\$ 31.74	\$ 79,225.83	\$ 38.09
Step 11	\$ 53,756.66	\$ 25.84	\$ 59,132.32	\$ 28.43	\$ 68,002.17	\$ 32.69	\$ 81,602.60	\$ 39.23
Step 12	\$ 55,369.35	\$ 26.62	\$ 60,906.29	\$ 29.28	\$ 70,042.23	\$ 33.67	\$ 84,050.68	\$ 40.41
Step 13	\$ 57,030.44	\$ 27.42	\$ 62,733.48	\$ 30.16	\$ 72,143.50	\$ 34.68	\$ 86,572.20	\$ 41.62
Step 14	\$ 58,741.35	\$ 28.24	\$ 64,615.48	\$ 31.07	\$ 74,307.81	\$ 35.72	\$ 89,169.37	\$ 42.87
Step 15	\$ 60,503.59	\$ 29.09	\$ 66,553.95	\$ 32.00	\$ 76,537.04	\$ 36.80	\$ 91,844.45	\$ 44.16
Step 16	\$ 62,318.70	\$ 29.96	\$ 68,550.57	\$ 32.96	\$ 78,833.15	\$ 37.90	\$ 94,599.78	\$ 45.48
Step 17	\$ 64,188.26	\$ 30.86	\$ 70,607.08	\$ 33.95	\$ 81,198.15	\$ 39.04	\$ 97,437.77	\$ 46.85
Step 18	\$ 66,113.91	\$ 31.79	\$ 72,725.30	\$ 34.96	\$ 83,634.09	\$ 40.21	\$ 100,360.91	\$ 48.25
Step 19	\$ 68,097.32	\$ 32.74	\$ 74,907.05	\$ 36.01	\$ 86,143.11	\$ 41.41	\$ 103,371.74	\$ 49.70
Step 20	\$ 70,140.24	\$ 33.72	\$ 77,154.27	\$ 37.09	\$ 88,727.41	\$ 42.66	\$ 106,472.89	\$ 51.19
			10%	\$ 0.00	15%	\$ 0.00	20%	\$ 0.00

Additional Assignments							Notes:
	Rate By	Rate	Rate By Month	Rate By Year	Stipends Included	Annual Hours	
Tier 1- Hourly Assistance	hourly	\$ 38.46	N/A	N/A	Assessment Support & Tutoring	As Needed	
					Substitute Teacher	As Needed	
					Curriculum Team	As Needed	
Tier 2- Extra Curricular Oversight	per month	\$ 55.00	\$ 250.00	\$ 2,750.00	Classified Additional Duties Non-STRS	50	
		\$ 55.00				50	
		\$ 55.00			Student Council Advisor	50	
		\$ 55.00			SPED ETL	50	
		\$ 55.00			Theater Coordinator	50	
		\$ 55.00			Social Media (12 months)	50	
		\$ 18.33			WASC Coordinator I (designated years)	150	
Tier 3- Technical Oversight	per month	\$ 44.00	\$ 600.00	\$ 6,600.00	E-Sports Advisor Only - Coder Z (ETL Class)	150	
		\$ 44.00			Community Outreach (designated months)	150	
		\$ 44.00			Community Liaison	150	
		\$ 44.00			Lead Case Manager	150	
Tier 4- Certificated Support	per month	N/A	\$ 800.00	\$ 8,800.00	SPED Assessment Support	150	
Tier 5- Certificated Oversight I	per month	\$ 44.00	\$ 1,000.00	\$ 11,000.00	Lead Teacher/ Mentor	67	
		\$ 44.00			Lead Community Liaison	250	
		N/A			WASC Coordinator II - (Only in study years)	250	
		N/A			Compliance Coordinator - Elementary	84	
Tier 5- Certificated Oversight II	per month	N/A	\$ 1,200.00	\$ 13,200.00	Intervention Compliance Coordinator	84	
					Compliance Coordinator - Secondary	145	
Tier 5 - Certificated Oversight III	per month	\$40	\$ 1,000.00	\$ 10,000.00	MARCOM (12 months)	150	
					Intervention Teacher (10 months) Middle School Advisor	250	

Type	Student Minimum	Student Maximum	Overage	Stipend
MA ToR	15	18	1-3	\$10 per student/ per day
Personalized ToR	25	27	1-6	\$10 per student/ per day
Virtual Teacher	15	28	1-3	\$10 per student/ per day - <i>If teachers is switching roster to teach subject material to another class they will receive ETL class stipend in lieu of a daily rate per student stipend.</i>
ETL	4	28	N/A	N/A

Stipend Payment Schedule			
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August	November	February	May
September	December	March	June
October	January	April	

Months	Payroll
Aug-Sep	October
Oct-Dec	January
Jan-March	April
April-June	June

Longevity	
<i>Staff receive longevity stipend of \$1,500 at 5, 10, and 15 years of service: Employees serving in positions that are 50% FTE or greater are eligible for the education stipend.</i>	
Education Stipend	
Master's	\$2,000.00
Master's + Doctorate (Education Based)	\$3,000.00

Certificated				
SICK LEAVE	Hours per Week	Per Pay Period (Non-Exempt)	Per Pay Period (Exempt)	Total Monthly Accrual
Tier 2	30+ hours	4/4	8	8
Tier 1	20- 29 hours	3/3	6	6
CA SL	19 hours or less	2/2	-	4
Classified				
SICK LEAVE	Hours per Week	Per Pay Period (Non-Exempt)	Per Pay Period (Exempt)	Total Monthly Accrual
Tier 2	30+ hours	4/4	8	8
Tier 1	20- 29 hours	3/3	6	6
CA SL	19 hours or less	2/2	-	4
Classified				
VACATION	Hours per Week	Per Pay Period (Non-Exempt)	Per Pay Period (Exempt)	Total Monthly Accrual
Tier 2	30+ hours	4/4	8	8
Tier 1	20- 29 hours	3/3	6	6

Employer Benefit Contribution Chart					
2024-2025					
			<i>Eligible employees will have the option to choose to enroll in benefits or elect a cash in lieu stipend with proof of alternate coverage.</i>		
	Exempt (FTE)	Non-Exempt (Hours per Week)	*Tiered Benefit Contribution (for Health, Dental, and/or Vision)	Annual Benefit Contribution	*Cash In Lieu of Benefits
Tier 2	.75 + 1.0 FTE	30 + hours	\$1,300/month	\$15,600.00	\$200/month
Tier 1	.50 - .74 FTE	20 -29 hours	\$780/month	\$9,360.00	\$100/month
Not Eligible	.475 FTE or less	19 hours or less	not eligible	not eligible	not eligible
.475 FTE or less	19 hours or less	not eligible	not eligible	not eligible	not eligible

Employee Type		Work Year Days	Work Year Weeks	Hours Per Week	Hours Per Year	FTE	Pay	Ave. Roster
Teacher of Record	TOR	185	37	40	1480	1	ToR Column	22-27
Multiple/ Modified Teacher of Record	MAToR	185	37	30	1110	0.75	MAToR Column	15-22
Virtual Teacher	VT	185	37	3	111	0.075	Hourly Rate Only (Steps 1-4)	
Tier 1 Additional Assignment		185	37	As Needed	As Needed		Stipend	
Tier 2 Additional Assignment		185	37	4	50-150	0.01	Stipend	
Tier 3 Additional Assignment		185	37	6	150-250	0.15	Stipend	
Tier 4 Additional Assignment		185	37	9	250-350	0.23	Stipend	
Tier 5 Additional Assignment		185	37	12	350-450	0.3	Stipend	



Strategic Staffing Plan

2024-2025



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Strategic Staffing Budget

Salary Schedule

Work Year Calendars

Job Descriptions

Budget



Strategic Staffing Budget

Accounting Code	Compensation	2024-2025
1100	Teacher Compensation	\$ 5,249,361.41
1100	Teacher Compensation/New Hires	\$ 515,590.69
1130	Substitute Teacher	\$ 15,022.63
1200	Certificated Pupil Support	\$ 877,347.63
1300	Certificated Administrators	\$ 1,696,531.17
1900	Certificated Other	\$ -
2100	Instructional Aids	\$ 154,365.26
2300	Classified Administrators	\$ 569,445.00
2400	Clerical & Technical Staff	\$ 761,125.47
	TOTAL	\$ 9,838,789.26

Primary Role by Accounting Code

\$9,838,789.26

Additional Assignments

Accounting Code	Additional Assignment Stipends		
1150	Teacher Support Stipend/ Extra Duty (STRS)	\$	544,650.00
1150	Class Size Overage Stipends	\$	80,000.00
	Other Stipends	\$	135,300.00
	Other Stipends/New Hires	\$	11,550.00
1250	Support Stipend/ Extra Duty (STRS)	\$	-
	Other Stipends	\$	13,600.00
1350	Certificated Admin/ Extra Duty	\$	-
	Other Stipends	\$	25,300.00
1950	Certificated Other Stipend/ Extra Duty (STRS)	\$	-
	Other Stipends	\$	-
2150	Instructional Aids Stipend/ Extra Duty	\$	3,300.00
2350	Classified Administrator Stipends	\$	7,500.00
2450	Clerical and Technical Staff Stipends	\$	17,400.00
	TOTAL	\$	838,600.00

Costs


Excel Teacher Led Classes

Clubs

Instructional Aid

Overages

Health & Welfare

Elements 	
Employer Contribution	\$1,300/mo
Cash in Lieu	\$200/mo
Medical/Dental/Vision	
FSA/HSA	
Long Term/ Short Term Disability	
Accident & Cancer	
Life	

Benefits (MED/DENTAL/VISION)	
Certificated	\$ 826,800.00
Certificated/New Hires	\$ 93,600.00
Classified	\$ 249,600.00
Certificated CIL	\$ 98,400.00
Classified CIL	\$ 7,200.00
TOTAL	\$ 1,275,600.00

Retirement Benefits



Accounting Code	STRS Annual Rate (19.10%)		
3101	Certificated STRS Creditable Compensation		\$ 1,595,586.02
3101	Certificated STRS Creditable Extra Duty		\$ 119,308.15
	TOTAL		\$ 1,714,894.17
Accounting Code	(457 B)		
3902	457 B Match		\$ 103,525.50

Cal STRS

457/ 403 B

Certificated

Classified

Statutory Benefits



		Statutory Benefits	
3356	OSDI - Classified	\$	93,814
3313	Certificated Medicare	\$	132,882
3314	Classified Medicare	\$	21,940
3501	TOTAL UI Certificated	\$	3,276
3502	TOTAL UI Classified	\$	19,474
3601	TOTAL WC Certificated	\$	44,218
3602	TOTAL WC Classified	\$	7,301
	TOTAL	\$	322,904.96

Expenses


Medicare

Disability Insurance

Unemployment

Workers Compensation

Estimated Expense Reimbursement

Expenses 	Expense Reimbursements	
	Row Labels	Sum of Paid Amount
Professional Growth & Development	Classroom Supplies	\$ 232.69
	Core curriculum	\$ 166.00
Learning	Meals	\$ 1,095.53
	Mileage Reimbursements	\$ 22,069.54
Access to education tools	Misc	\$ 7,582.87
	Office Supplies	\$ 276.93
Access to live instruction	PD Reimbursements	\$ 7,098.95
	Staff meeting & Events	\$ 296.49
Togetherness	Travel	\$ 10,633.91
	Travel & Conferences	\$ 2,003.63
Team/ Culture Building	Admin Credential Programs	\$ -
	Grand Total	\$ 51,456.54

Longevity

Celebrating 5 Years:

9 Staff Members

Celebrating 10 Years:

12 Staff Members

TOTAL:

\$30,000

“True testament to the loyalty of our staff and the retention quality of our program.”

Program Growth

1- New Virtual Elementary Middle School Teacher

2- New Secondary Teachers

New Programing

1100	Virtual Art Teacher (Prop 28) new (RS6770)	NEW
1100	ETL Music (Prop 28) new (RS6770)	NEW
1100	ETL - Chemistry	NEW
1100	ETL - Physics	NEW
1100	ETL - English	NEW
1100	ETL- Mathematics	NEW

- Prop 28 Categorical funding program allows our students access to Art and music education programs through highly skilled Teachers at our school.
- The success of our Excel Teacher Led programs is proven through demand for additional classes!

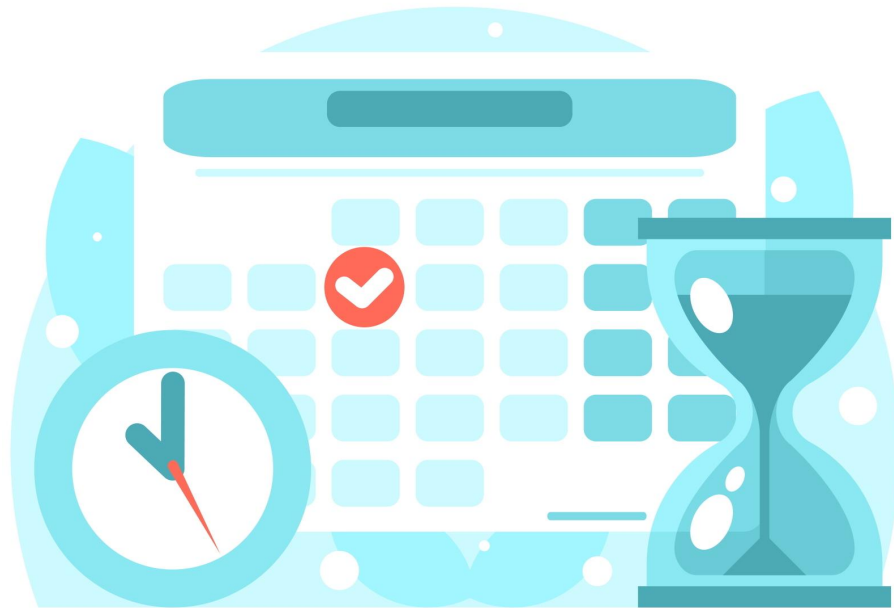
Salary Schedule



Classroom Roster Overage

Type	Student Minimum	Student Maximum	Overage	Stipend
MA ToR	15	18	1-3	\$10 per student/ per day
Personalized ToR	25	27	1-6	\$10 per student/ per day
Virtual Teacher	15	28	1-3	\$10 per student/ per day - <i>If teachers is switching roster to teach subject material to another class they will receive ETL class stipend in lieu of a daily rate per student stipend.</i>
ETL	4	28	N/A	N/A
Stipend Payment Schedule				
August	November	February	May	
September	December	March	June	
October	January	April		
Months				
Payroll				
Aug-Sep	October			
Oct-Dec	January			
Jan-March	April			
April-June	June			

Work Year Calendars



***New Classified 220 Layout



EXCEL ACADEMY

EXCEL ACADEMY CHARTER SCHOOL | 220 Work Days | 2024-2025 CLASSIFIED WORK YEAR CALENDAR

JULY					13	14	AUGUST					22	22	SEPTEMBER					20	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
N	N	N	N	N	0	1				1	2	2	2	N	3	4	5	6	4	5
N	N	N	N	N	0	0	5	6	7	8	9	5	5	9	10	11	12	13	5	5
15	16	17	18	19	5	5	12	13	14	15	16	5	5	16	17	18	19	20	5	5
22	23	24	25	26	5	5	19	20	21	22	23	5	5	23	24	25	26	27	5	5
29	30	31			3	3	26	27	28	29	30	5	5	30					1	1
OCTOBER					23	23	NOVEMBER					15	16	DECEMBER					14	17
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
1	2	3	4		4	4					1	1	1	2	3	4	5	6	5	5
7	8	9	10	11	5	5	4	5	6	7	8	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	N	12	13	14	15	4	5	16	17	18	19	N	4	4
21	22	23	24	25	5	5	18	19	20	21	22	5	5	N	H	H	N	N	0	2
28	29	30	31		4	4	N	N	N	N	H	0	2	N	H				0	1
JANUARY					19	21	FEBRUARY					16	19	MARCH					21	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	N	N	N		0	1	3	4	5	6	7	5	5	3	4	5	6	7	5	5
6	7	8	9	10	5	5	10	11	12	13	N	4	4	10	11	12	13	14	5	5
13	14	15	16	17	5	5	H	18	19	20	21	4	5	17	18	19	20	21	5	5
H	21	22	23	24	4	5	24	25	26	27	28	5	5	24	25	26	27	28	5	5
27	28	29	30	31	5	5						0	0	31					1	1
APRIL					17	17	MAY					21	22	JUNE					17	16
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
1	2	3	4		4	4				1	2	2	2	2	3	4	5	6	5	5
N	N	N	N	N	0	0	5	6	7	8	9	5	5	9	10	11	12	13	5	5
14	15	16	17	18	5	5	12	13	14	15	16	5	5	16	17	18	H	20	4	5
21	22	23	24	25	5	5	19	20	21	22	23	5	5	23	24	25	N	N	3	3
28	29	30			3	3	H	27	28	29	30	4	5	N					0	0

13 HOLIDAYS:	
7/4/2024	Independence Day
9/2/2024	Labor Day
11/11/2024	Veterans Day (observed)
11/28/ - 11/29/24	Thanksgiving Break
12/24- 12/25/24	Christmas Day (observed)
12/31/24 - 1/1/25	New Year's Day (observed)
1/29/2025	Martin Luther King Jr.
2/17/2025	Presidents Day
5/26/2025	Memorial Day
6/18/2025	Juneteenth
	First and Last Day of School

Total Calendar Days M-F	261
Total Work Days	220
Total Paid Holidays	13
Total Non Work Days/Non comp	28

220

Job Descriptions



NEW

Lead Community Liaison

Lead Community Liaison will guide regional teams with expansion of exposure of our program throughout the communities we serve.

Meet our new Registrar - Loubna Shokair

Loubna comes with 6 years of education experience; her attention to detail and strong work ethic makes her a great addition to our Admissions team!

Virtual Art Teacher & Virtual Music Teacher

Art & Music programs will serve our students through a variety of easily accessible programs both virtually and live! Students will get exposure and experience to enhance their education journey with Excel!

Human Resources Department / Business Services Payroll

Director of Human Resources - Megan Anderson

Payroll Manager (Business Services) - Jola Wrzesien

Human Resource Specialist - Charlene Pitchess

Office Manager - Anne Cesario

Intervention

MTSS TOSA - Intervention Specialist Sarah Horikawa

*** Elementary Principal can create more bandwidth in serving Elementary students.

Coversheet

Approval of Parsec Education Service Agreement (Renewal)

Section: XIII. Education Services
Item: A. Approval of Parsec Education Service Agreement (Renewal)
Purpose: Vote
Submitted by:
Related Material: Excel Academy-Parsec Renewal Agreement.pdf

BACKGROUND:

The Parsec Education Service Agreement will provide data associated with, but not limited to: transcripts, intake analysis, continued enrollment, local assessments, demographics, and past state testing. Parsec Education has the capabilities to customize Excel Academy's data and provide expertise on how to visualize and interpret data, share data for SPSA, LCAP, WASC, PAC, SSC, and ELAC, and ultimately house the data on a cloud service where it is interactive with filters for stakeholders. Parsec Education will update Excel Academy's private and public dashboards. The data and dashboard prepared by Parsec Education will also aide in presenting petitions to potential authorizing districts in Orange, Riverside and Los Angeles county.

Service Order			
Client		Parsec Education, Inc	
<i>Client Legal Name ("Client")</i>	Excel Academy	<i>Company Name</i>	Parsec Education Inc.
<i>Primary Contact, Title</i>	Heidi Gasca, Director	<i>Primary Contact</i>	Babatunde Ilori
<i>Billing / Payment Address</i>	1 Technology Dr. Bldg. I, Ste. 811	<i>Billing Address</i>	PO Box 286 Fresno, CA, 93708
<i>City / State / Zip</i>	Irvine, CA 92618-2339	<i>City / State / Zip</i>	Fresno, CA 93721
<i>E-mail</i>	hgasca@excelacademy.education	<i>E-mail</i>	babatunde@parseceducation.com
<i>Phone</i>	(949) 387-7822	<i>Phone</i>	(559) 753-4529

Description of Services and Fees		
Services	Fees	
License(s) and Services(s): <input type="checkbox"/> Parsec STANDARD <input type="checkbox"/> Parsec PREMIUM <i>Premium-Only Add-Ons</i> <input type="checkbox"/> Customized Dashboard <input type="checkbox"/> Street Data Approach to LCAP <input type="checkbox"/> Charter Renewal Support <input type="checkbox"/> Student Champion Report <input type="checkbox"/> Exception Report <input type="checkbox"/> Parsec REAL <input type="checkbox"/> Parsec ACADEMY Additional Services (no package required) <input type="checkbox"/> General Professional Development <input type="checkbox"/> Keynote Conference Speaker <input type="checkbox"/> Additional Consultation	Effective Date:	7/1/2024
	Termination Date:	6/30/2027
	Enrollment Count:	1593
	Teacher Count: (For Academy only)	
	Premium Analytics (\$20,744 per year)	\$62,232.00
	Premium Onboarding	Included
	Premium Consulting	Included
	Custom dashboard (\$9,500 per year)	\$28,500.00
	Subtotal:	\$90,732.00
	<i>Discounts (include description): (\$6,000 per year) Custom Dashboard Renewal</i>	\$18,000.00
	<i>Discounts (include description): 10% (\$2,424.40 per year) 3 year Agreement</i>	\$7,273.20
	Total: (\$21,819.60 per year)	\$65,458.80
<i>Notes: Automatic Renewal Cycles</i> 7/1/2024-6/30/2024 \$21,819.60 7/1/2025-6/30/2026 \$21,819.60 7/1/2026-6/30/2026 \$21,819.60		

Explanation of Services
Parsec STANDARD <ul style="list-style-type: none"> • Onboarding <ul style="list-style-type: none"> ○ 1 x onboarding meeting (2 hrs, virtual) - intro to the platform

- Platform
 - Standard Analytics Platform
 - State assessment analysis tool
 - Trend analysis reports
 - County, school, district comparison
 - Longitudinal overview reports
 - Student group analysis reports
 - Growth analysis reports
 - Dataquest Data
 - State assessment presentation ready reports
 - English, Spanish, and Hmong translations available
 - User-friendly online viewing platform (public or password protected)
 - Compare up to 4 report simultaneously
 - High quality data visualization
 - Full-screen presentation mode capabilities

Parsec PREMIUM

- Onboarding
 - 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
- Consulting
 - 3 x data insights meetings (2 hrs, virtual)
 - 1 x presentation (e.g.: board meeting; staff meeting; cabinet meeting, etc.)
- Platform

This includes the Standard platform features PLUS:

 - Premium Analytics Platform
 - Cloud-based Data Warehouse
 - Individualized Student Data
 - CA School Dashboard Filters
 - Dashboards:
 - Student Enrollment
 - Historical Enrollment Analysis
 - Percentage Breakdown
 - State Assessment
 - Overall
 - Claim Areas
 - Distance From Standard
 - Trend Analysis
 - Spread Analysis
 - Enrollment Length
 - Growth Model
 - Local Assessment
 - Overall
 - By Race/Ethnicity
 - By Student Group
 - Trend Analysis
 - Growth Analysis
 - Correlation Analysis (3rd-6th)
 - Correlation Analysis (MS & HS)
 - Graduation Rate
 - Overall
 - Bty Outcome
 - Student List
 - ELPAC/CAST
 - Overall
 - Trend
 - Student List
 - Presentation Ready Reports
 - Student Status Certificates
 - 1 x year
 - Measure student achievement
 - Student Growth Certificates
 - 1 x year
 - Measure student growth
 - Multiple Measures Report-
 - 3 x year
 - View your student's state and local assessments in a single report - with a deep dive in their local assessment trends
 - *Note: Attendance and discipline may be added to this report with an SIS integration and custom pricing*

- Network
 - Receive complimentary access to Parsec’s network improvement communities. Anticipating to launch Fall 2024.
 - Access for one participant to the District network
 - Access for one participant to the Principal network

Parsec PREMIUM Add-On Services:

Note: Must have Parsec Premium package to purchase these services

- **Customized Dashboard**
 - Custom dashboards to meet your organization’s needs
- **Street Data Approach to LCAP**
 - 4 x ½ day sessions (in-person)
 - Supports in evaluating the effectiveness of actions outlined in the Local Control Accountability Plan (LCAP) or School Plan for Student Achievement (SPSA)
- **Charter Renewal Support**
 - Partner with our data analysts to prepare for your charter renewal
- **Student Champion Report**
 - A comprehensive report for teachers and principals to reflect and review on their prior year’s performance
 - Note: Currently only available to customers using Aeries and PowerSchool for their SIS
- **Exception Report**
 - Detect potential errors in your SIS data, and present them in an easy to use dashboard.

Parsec REAL

Provides rich qualitative feedback through recorded video interviews and powerful analysis capability. Uncover new insights that inspire action.

- Platform
 - Video Surveys
 - Templated Prompts
 - Customized Prompts
 - Admin Dashboard
 - Insights Search
 - Insights Report
 - Insights “Real”
 - Data Integration and Implementation
- Onboarding
 - NEW PARTNERS: 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
 - RENEWING PARTNERS: 1 x annual review + plan for upcoming year meeting
- Consulting
 - NEW PARTNERS: Street Data Capacity Building (½ day, in-person)
 - RENEWING PARTNERS: Street Data Capacity Building OR ½ day of on-site consulting
Street data capacity building focused on deep listening will equip participants with the skills to practice deep listening, enabling them to connect more meaningfully with students, colleagues, and the educational community at large.

Parsec ACADEMY

- Platform
 - Full access to Parsec Academy features.
- Onboarding
 - NEW PARTNERS: 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
 - RENEWING PARTNERS: 1 x annual review + plan for upcoming year meeting
- Consulting
 - NEW PARTNERS: One full day of training for all active users- includes power standards, overview of parsec academy, and grade level collaboration time.
 - Receive 1 set of power standards books per teacher in attendance
 - RENEWING PARTNERS: Onboard new staff or go deeper into high quality PLC/improvement science/instructional practices
- Network: Access to the monthly network for one teacher per school

Agreement

The Service Order, along with the Terms and Service attached as “Exhibit A” and Parsec Privacy Policy found here: <https://www.parseceducation.com/pages/privacy-policy> and the Acceptable Use Policy found here: <https://www.parseceducation.com/pages/acceptable-use-policy>, constitute the entire “Agreement” by and between the Client and Parsec.

Authorization

EACH PARTY ACKNOWLEDGES THAT IT HAS READ THIS AGREEMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS, AND THAT THE PERSON SIGNING ON ITS BEHALF HAS BEEN AUTHORIZED TO DO SO. THE PERSON EXECUTING THIS AGREEMENT ON CLIENT’S BEHALF REPRESENTS THAT HE OR SHE HAS THE AUTHORITY TO BIND CLIENT TO THESE TERMS AND CONDITIONS.

By signing below, the parties hereto ACCEPT AND AGREE to this Agreement as of the Effective Date above .		
Client Signature:	Print Name, Title:	Date:
Parsec Education Signature:	Print Name, Title: Babatunde Ilori, CEO	Date:

Coversheet

Approval of the Proposition 28 - Arts & Music Funds Proposal

Section: XIII. Education Services
Item: B. Approval of the Proposition 28 - Arts & Music Funds Proposal
Purpose: Vote
Submitted by:
Related Material: Prop 28 Proposal.pdf

PROP. 28 - ARTS & MUSIC

FUNDS PROPOSAL

PREPARED FOR

EXCEL ACADEMY CHARTER SCHOOL BOARD OF
DIRECTORS

PREPARED BY

EXCEL ACADEMY CHARTER SCHOOL GENERAL
EDUCATION DEPARTMENT



PROPOSAL DETAILS

PROJECT TITLE	Proposition 28 Arts & Music Funds Proposal		
SUBMITTED BY	EACS General Education Department	TOTAL GRANT BUDGET	\$ 229,354 annually (Warner & Helendale combined)
DATE OF PROPOSAL	March 14, 2024	VERSION NO.	1
PROJECTED START DATE	2024-2025 School Year		

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1. PROJECT OVERVIEW

1.1 OUR OBJECTIVES

The objective is to establish a new and ongoing program at Excel Academy Charter School that will support arts instruction, specifically in the areas of art and music. The arts are a necessary part of a well-rounded education, helping students connect with school, having a positive impact on student attendance and school climate. With these funds, we are providing every student with a creative outlet.

1.2 COST + TIMELINE ESTIMATES

The total grant is budgeted at \$229,354 each school year.

2. NEEDS AND ISSUES

NEED / ISSUE DESCRIPTION	<p>Excel Academy Charter School will create a comprehensive art program that caters to both personalized and virtual students within the school. The art teacher will curate a diverse range of art classes that will be available to all students. Personalized students will have the option to enroll in weekly art classes facilitated by Excel Teacher Led (ETL) instructors. These classes will be scheduled as part of the students' curriculum. Additionally, drop-in art sessions will be organized in various school settings, accommodating both online and in-person participation. For virtual students, a dedicated elective art class will be offered on a weekly basis. This class will be mandatory for all virtual students, ensuring that they have the opportunity to engage in an art education.</p>
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3. GOALS

GOAL DESCRIPTION	KEY BENEFITS
<p>1) Hire a full time art teacher to teach the personalized and virtual students</p>	<p>Teach Personalized Classes Grades 6-12 6-8 - Elective Art class on the ETL schedule 9-12 - ETL Integrated Visual and Performing Arts 10-credit class to meet the A-G "F" VAPA category and the VAPA graduation requirement</p> <p>Grades K-5 (Virtual and Elementary Personalized Paths) Create a <i>Meet the Masters</i>, or a similar program, to captivate the younger audience</p>
<p>2) Hire a full time (possibly part time depending on number of offered classes) music teacher to teach the personalized and virtual students</p>	<p>Teach a middle school/high school music appreciation class Foster an appreciation for varying music genres, compositions, and composers through exposure and education</p> <p>Teach introductory general music classes to various age groups K-8 Teach basic music theory: notation, rhythm, pitch, dynamics, etc, Foster an appreciation for varying music genres, compositions, and composers through exposure and education.</p>

4. SCOPE OF WORK

The Art and Music teachers' weekly responsibilities will include but not be limited to:

Creating and developing lessons plans which adhere to state standards

Delivering weekly, live, and online art & music classes

Providing constructive feedback to students weekly

Recording daily attendance

Grading weekly student assignments

Communicating with virtual teachers and Teachers of Record to share student progress

Communicating with parents regarding any student concerns

Providing a variety of differentiated strategies to support all learners

Sharing end-of-semester grade reports with virtual teachers and Teachers of Record

Developing and designing a junior high elective art and/or music wheel

Developing in-person art and music community opportunities

5. DELIVERABLES

DESCRIPTION	NOTES
Showcase monthly art and music projects	
Showcase the relationship between art/music and "real world" opportunities	
Share College and Career post-grad art and music options	

6. TIMELINE / MILESTONES

<p>March - Advertise the job descriptions and begin the hiring process for full time art and music teachers</p> <p>April /May - Interview and hiring process</p> <p>June/ July - Begin contract and program planning and implementation for the 24-25 school year</p> <p>August - New Teacher training process with each respective program administrator</p>

7. STAFFING RESOURCES

<p>Overview ...</p> <p>Virtual curriculum for all virtual classes</p> <p>Middle and High School curriculum for Excel Teacher Led classes</p> <p>Teacher art and music supplies for demonstrations</p> <p>Art & music supply lists</p>

JOB TITLE	REQUIREMENTS (Credential)	FTE
Virtual Art Teacher	Single Subject Art Credential / Multiple Subject Credential	1
Virtual Music Teacher	Single Subject Music Credential/ Multiple Subjects	.5

8. MEASUREMENTS OF SUCCESS

8.1 PROGRESS EVALUATION METHODS

Surveys - Student interest, participation and progress, etc.

Student work samples

Teacher feedback

Evaluation of teachers by the Education Department

Administrative formal new-teacher observation process

8.2 REPORTING METHOD + SCHEDULE

Teacher mid-year and end of the year performance reviews and observations

Evaluate the progress of the program and address potential improvements for the 25-26 school year

Coversheet

Approval of New Board Policies

Section: XIV. Policy Development
Item: A. Approval of New Board Policies
Purpose: Vote
Submitted by:
Related Material: EACS - 3030 Credit Card Use .docx.pdf

BUSINESS/NON-INSTRUCTIONAL**3030-EA**

CREDIT CARD POLICY**OVERVIEW:**

Excel Academy Charter Schools (EACS) will obtain School credit cards under the responsibility of the Business Office. Credit cards shall be assigned to the following individuals (authorized cardholders). The individuals include the following:

- Executive Director/CEO
- Director of Educational Services
- Senior Communications Coordinator
- Office Manager

Authorized cardholders can use their School credit card for books, supplies, services, conferences, or equipment in emergencies if the vendor does not accept a School Purchase Order.

School credit cards cannot be used to circumvent the prior approval process required for some purchases. In all cases, credit cards will be used for official district business only and will not be used for any unauthorized or personal purchases. If possessing a School credit card, authorized cardholders and authorized users will immediately surrender the credit card upon termination of employment, whether for retirement, voluntary or involuntary reasons.

PROCEDURES:

EACS will obtain School Business Credit Cards given to the above individual or kept in the School safe.

All authorized cardholders must complete the Use of School Credit Cards Acknowledgment Form. Failure to have a signed form on file will result in the inability to utilize the School credit cards.

Authorized cardholders shall provide prior approval when their school credit card is used for making travel arrangements, attending conferences, or making emergency purchases of books, supplies, services, or equipment.

If the credit card transaction is for travel purposes, the employee who will be traveling should have an approved Conference Approval Request Form on file with the Business Services Department before the travel date.

Immediately upon return from any travel paid for on a School credit card, all receipts must be submitted to the Business Services Department with the appropriate account line(s) for the expense.

All original itemized receipts for travel expenses, books, supplies, services, or equipment purchases must be submitted to the Business Services Manager within ten (10) days of purchase. The Business Services Manager will compare the detailed monthly credit card statement with the

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receipts received and reconcile the account. Any identified fraudulent or other unauthorized charges will be immediately reported to the Director of Business Services, and if necessary, an investigation will ensue.

Once the purchases have been verified as okay to pay, the Accounts Payable procedures will be followed to complete the processing of the payments due.

If an itemized receipt is not submitted or an unauthorized purchase is made, the employee making the purchase will be invoiced accordingly.

Authorized employees using an EACS credit card will personally be held financially responsible for reimbursing the School if they do not submit an itemized receipt or if they use the credit card to make purchases that are not for official School business. Improper use of School credit cards can be considered misappropriation of EACS funds and may result in disciplinary action.

USE OF CREDIT CARD POINTS:**Purpose and Scope:**

This policy establishes procedures for the responsible and transparent use of credit card points to purchase employee appreciation gifts within the School. This policy applies to all employees, administrators, and staff members authorized to use credit card points.

Authorized Users and Approval Process:

Only the Executive Director/CEO can authorize the use of credit card points for employee appreciation gifts. The Director of Business Services must approve all expenditures. Approval must be documented in writing and maintained for recordkeeping purposes.

Documentation and Recordkeeping:

All transactions using credit card points for employee appreciation gifts must be thoroughly documented. This includes retaining receipts, invoices, and other relevant documentation to substantiate the expenses. Records of transactions must be maintained following School recordkeeping policies.

Gift Guidelines:

Employee appreciation gifts should be selected based on criteria that ensure fairness, equity, and appropriateness. Guidelines for selecting gifts may include value, frequency, and relevance to the recipient's role or contribution. The purchase of gifts should adhere to School procurement policies and guidelines, with individual gifts not exceeding \$100 in value.

Transparency Measures:

Regular reporting on using credit card points for employee appreciation gifts shall be provided to the Board of Directors. Reports shall include details such as the amount spent, recipients of gifts, and any notable trends or patterns. These reports will be made available to the public upon request.

Conflicts of Interest:

Employees selecting or distributing employee appreciation gifts must disclose any conflicts of

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interest. Conflicts of interest shall be managed transparently and ethically, with measures taken to ensure fairness and impartiality in decision-making.