



## Excel Academy (CA)

### Regular Meeting of the Board of Directors

Published on December 6, 2024 at 3:32 PM PST

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#### Date and Time

Thursday December 12, 2024 at 11:30 AM PST

#### 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: +1 720 707 2699**

Meeting ID: 894 8537 6605

URL: <https://us06web.zoom.us/j/89485376605>

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#### 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.

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**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
<b>I. Opening Items</b>			<b>11:30 AM</b>
<b>A.</b> Call the Meeting to Order		William Hall	1 m
<b>B.</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			
<b>II. Pledge of Allegiance</b>			
<b>III. Approve/Adopt Agenda</b>			<b>11:32 AM</b>
<b>A.</b> Agenda	Vote	William Hall	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of December 12, 2024.			
Roll Call Vote:			
William Hall			
Michael Humphrey			



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

**IV. Approve Minutes 11:33 AM**

<b>A.</b> Approve Minutes	Approve Minutes	William Hall	1 m
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Minutes of the Regular Board Meeting that was held on October 8, 2024.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

Approve minutes for Regular Meeting of the Board of Directors on October 8, 2024

<b>B.</b> Approve Minutes	Approve Minutes	William Hall	1 m
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Minutes of the Board Study Session that was held on November 14, 2024.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

Approve minutes for Board of Directors Study Session on November 14, 2024

**V. 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

	Purpose	Presenter	Time
<p>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.</p>			
<b>VI. Adjourn to Closed Session</b>			<b>11:35 AM</b>
<b>A.</b> The Board will consider and may act on any of the Closed Session matters.	Vote	William Hall	1 m
<p>Roll Call Vote:                      William Hall                      Michael Humphrey                      Steve Fraire                      Susan Houle                      Larry Alvarado                      Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			
<b>VII. Closed Session</b>			<b>11:36 AM</b>
<b>A.</b> Closed Session	Discuss	William Hall	20 m
<p><b>1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION</b>                      Education Code section: 56346(f)                       Case No.: 2024100529</p>			
<p><b>2. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION</b>                      (Education Code Section 56346)</p>			
<p><b>3. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION</b>                      (Education Code Section 56346)</p>			
<b>VIII. Correspondence/Proposals/Reports</b>			<b>11:56 AM</b>
<b>A.</b> School Highlights - Presented by Heidi Gasca, Executive Director/CEO	Discuss	Heidi Gasca	8 m

	Purpose	Presenter	Time
<b>B.</b> Multi-Tiered System of Supports (MTSS) Presentation - Presented by Tamara Murphy, Intervention Coordinator	Discuss	Tamara Murphy	10 m

**IX. Consent 12:14 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 - October 2024
2. Check Register - November 2024
3. Cash Payments - October 2024
4. Cash Payments - November 2024
5. Approval of DocuSign Contract Renewal

**B. Consent - Education Student/Services**

1. Approval of the School-Parent Compact

**C. Consent - Personnel Services**

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

<b>D.</b> Policy Development	Vote	William Hall	1 m
Approval of existing board policies revised, reviewed, and eliminated by staff for the 2024-2025 school year.			

**Board Policies: Revised**

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

**1000 Series - Community Relations**

1010 - EA Civility Policy

Purpose                      Presenter                      Time

**4000 Series - Personnel Services**

- 4020 - EA Background Check Policy
- 4080 - EA Acceptable Use of Technology Policy
- 4085 - EA Payroll Withholdings Policy
- 4110 - EA Pregnancy Disability Leave Policy
- 4165 - EA Employee Driving Policy
- 4170/4170E - EA Injury and Illness Prevention Policy

**5000 Series - Student Services**

- 5010 - EA Educational Records and Student Information Policy
- 5050 - EA Academic Integrity Policy

**Board Policies: Reviewed**

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

**1000 Series - Community Relations**

- 1010 - EA Civility Policy
- 1025 - EA Uniform Complaint Policy
- 1030 - EA Safe Operation of Schools Policy
- 1035 - EA Access to Public Records Policy

**4000 Series - Personnel Services**

- 4000 - EA Concepts & Roles
- 4010 - EA At-Will Policy
- 4015 - EA Equal Employment Opportunity Policy
- 4025 - EA TB Testing Policy
- 4030 - EA Immigration Compliance Policy
- 4035 - EA Mandated Reporter - Child Abuse Policy
- 4040 - EA Corporal Punishment Policy
- 4045 - EA Professional Boundaries Policy
- 4050 - EA Whistleblower Policy
- 4055 - EA Internal Compliant Policy
- 4060 - EA Unlawful Harassment, Discrimination, Retaliation
- 4065 - EA Meal and Rest Period Policy
- 4070 - EA Lactation Accommodation Policy
- 4075 - EA Drug, Alcohol, Smoke Free Workplace Policy
- 4090 - EA Cobra Policy

	Purpose	Presenter	Time
4105 - EA Paid Sick Leave Policy			
4115 - EA FMLA Policy			
4125 - EA Victims of Crime Policy			
4130 - EA Remote Work Policy			
4145 - EA Professional Development Reimbursement Policy			
4150 - EA Mileage Reimbursement Policy			
4160 - EA Children of Teachers Policy			

**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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**X. Business/Financial Services**

**12:15 PM**

<b>A.</b>	Approval of Facility Use Agreement Between Helendale School District and Excel Academy Charter School	Vote	Heidi Gasca	2 m
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It is recommended the Board of Directors approve the Facility Use Agreement Between Helendale School District and Excel Academy Charter School for Excel Academy Charter School, Helendale (#2073).

**Fiscal Impact: N/A**

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

	Purpose	Presenter	Time
<b>B.</b> Approval of CliftonLarsonAllen (CLA) Draft Annual Audit Report - Year Ended June 30, 2024	Vote	Lili Huang	5 m

It is recommended the Board of Directors approve the CliftonLarsonAllen (CLA) Draft Annual Audit Report for Excel Academy Charter School, Helendale (#2073), 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 \_\_\_\_\_

<b>C.</b> Approval of 2024-2025 EACS First Interim Financial Report	Vote	Joe Sorrera	10 m
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It is recommended the Board approve the 2024-2025 EACS First Interim Financial Report for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: As indicated by the 2024-25 Financial Reporting Documents First Interim Report

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**XI. Education Services**

**12:32 PM**

<b>A.</b> Approval of School Plan for Student Achievement (SPSA)	Vote	Jenny Craig	7 m
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	Purpose	Presenter	Time
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It is recommended that the Board approve the School Plan for Student Achievement (SPSA) for Excel Academy Charter School, Helendale (#2073), 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 \_\_\_\_\_

**XII. Personnel Services**

**12:39 PM**

- |  |      |                         |     |
|--|------|-------------------------|-----|
| <b>A.</b> Approval of One-Time 5% Bonus for EACS Staff | Vote | Heidi Gasca & Joe Sorra | 5 m |
|--|------|-------------------------|-----|

It is recommended the Board of Directors approve the One-Time 5% Bonus for EACS Staff for Excel Academy Charter School, Helendale (#2073), Warner (#2053).

**Fiscal Impact: \$560,000**

Warner: \$369,600

Helendale: \$190,400

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**XIII. Policy Development**

**12:44 PM**

- |  |      |             |     |
|--|------|-------------|-----|
| <b>A.</b> Approval of New Board Policies | Vote | Heidi Gasca | 5 m |
|--|------|-------------|-----|

It is recommended that the Board approve the proposed policies.

Purpose Presenter Time

**Board Policies: New**

**5000 Series - Student Services**

5040 - EA Security Network and Workspace Access Policy

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**XIV. Organizational Structure - Annual Meeting of the Board**

**12:49 PM**

- A.** Election of the Excel Academy Charter Schools Vote Heidi Gasca 2 m  
Board Officer: President

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board President.

Election: Board President: \_\_\_\_\_

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

- B.** Election of the Excel Academy Charter Schools Vote Heidi Gasca 2 m  
Board Officer: Vice President



Purpose                      Presenter                      Time

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board Vice President.

Election: Board Vice President: \_\_\_\_\_

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

- C. Election of the Excel Academy Charter Schools Board Officer: Clerk      Vote                      Heidi Gasca                      2 m

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board Clerk.

Election: Board Clerk: \_\_\_\_\_

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

	Purpose	Presenter	Time	
<b>D.</b>	Full Board Action in Lieu of Audit Committee, Fiscal Year 2024-2025	Vote	Heidi Gasca	2 m

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

It is recommended the Excel Academy Charter Schools Governing Board oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs as a full Board.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

<b>E.</b>	Approval of Excel Academy Charter Schools Board of Directors Manual Revisions	Vote	Heidi Gasca	5 m
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It is recommended that the Board approve the Excel Academy Charter Schools Board of Directors Manual Revisions as discussed in the November 14, 2024 Study Session.

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 Regular Board Meeting will be held both in person and virtually on January 9, 2025.

**XVI. Board Comments**

Purpose	Presenter	Time
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**XVII. CEO Comments**

**XVIII. Closing Items 1:02 PM**

- |   |             |                     |            |
|---|-------------|---------------------|------------|
| <p><b>A.</b> Adjourn Meeting</p> <p>Roll Call Vote:</p> <p>William Hall</p> <p>Michael Humphrey</p> <p>Steve Fraire</p> <p>Susan Houle</p> <p>Larry Alvarado</p> <p>Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p> | <p>Vote</p> | <p>William Hall</p> | <p>1 m</p> |
|---|-------------|---------------------|------------|

**FOR MORE INFORMATION**

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

# Coversheet

## Approve Minutes

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

APPROVED



## Excel Academy (CA)

### Minutes

#### Regular Meeting of the Board of Directors

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**Date and Time**

Tuesday October 8, 2024 at 11:35 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

**Zoom Meeting Information:**

**Dial In: +1 346 248 7799**

**Meeting ID: 875 0519 7184**

**URL: <https://us06web.zoom.us/j/87505197184>**

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**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, W. Hall

#### **Directors Absent**

S. Houle

#### **Guests Present**

L. Hansen

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## **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 Tuesday Oct 8, 2024 at 11:35 AM.

### **B. Record Attendance**

## **II. Approve/Adopt Agenda**

### **A. Agenda**

M. Humphrey made a motion to Bill Hall.

L. Alvarado seconded the motion.

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

#### **Roll Call**

L. Alvarado Aye

M. Humphrey Aye

S. Houle Absent

W. Hall Aye

S. Fraire Aye

## **III. Approve Minutes**

## A. Approve Minutes

L. Alvarado made a motion to approve the minutes from Regular Meeting of the Board of Directors on 09-12-24.

M. Humphrey seconded the motion.

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

### Roll Call

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

## IV. Correspondence/Proposals/Reports

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

Heidi, addressing the Board of Directors and team, provided a comprehensive update on the school's progress and initiatives:

#### Enrollment Update:

- Current enrollment is strong at 1,745 students: 1,081 at Warner and 664 at Hellendale.

#### Program Updates:

- All three educational paths (virtual, elementary, secondary) are successfully underway, reflecting extensive prior planning.
- The intervention team is focusing on identifying and supporting students needing help in language arts and math, with detailed subgroup data analysis.

#### GATE Program:

- Students are actively engaging in creative and enriching activities, such as a "water rocket" project, fostering connection and enjoyment.

#### Parent Engagement Initiatives:

- A major focus on improving parent education and engagement includes the launch of an "EagleTalk" YouTube channel. This month's episode provided insight on resources like "Tumble Books," a digital library offering engaging materials for K-8 students.

#### Staff Spotlight:

- Anne Cesario was recognized for her exceptional dedication, patience, and contributions since the school's inception.

#### **Ongoing Activities:**

- Professional development remains a priority for staff growth.
- Field trips, outdoor classrooms, and community events, such as field days and a beach cleanup, are well-received and contribute to holistic student development.

#### **Upcoming Events:**

- The school will participate in the APLUS+ Conference in Anaheim and other enriching activities.

### **B. Student Representatives - Jolene Chan & Ryan Maddox**

Jolene Chan and Ryan Maddox, two remarkable 10th-grade students at Excel Academy, shared their inspiring journeys and achievements during the recent board meeting. Both are active leaders in the high school student leadership class and exemplify the opportunities and flexibility the school provides.

Jolene, who has been with Excel since the 2nd grade, expressed her gratitude for the flexibility that allows her to excel academically while pursuing her passion for fencing, a sport in which she competes at the national level. The schedule also gives her time for concurrent enrollment at a community college and personal interests like writing. As a leader, she's currently spearheading Red Ribbon Week initiatives and enthusiastically participates in school events like community cleanups and leadership workshops. Looking ahead, Jolene aspires to compete in NCAA fencing and explore a future in law or psychology, with a long-term dream of opening her own fencing club.

Ryan, a student at Excel since 6th grade, highlighted how the school's approach enables him to focus on activities he enjoys, such as acting and IT work. Currently, he is part of a school-affiliated acting class preparing for a winter performance while also gaining practical IT experience by troubleshooting and fixing computer issues. Ryan shared his ambition to take over his grandfather's IT business and carve out a future in the field, demonstrating his passion for technology and problem-solving.

The board was deeply impressed by the students' poise, confidence, and diverse interests. They applauded Jolene's commitment to fencing and leadership and Ryan's dual pursuits of acting and IT, which reflect the breadth of opportunities Excel Academy offers. The students' testimonials underscored the school's role in fostering both personal and academic growth, preparing them for bright futures.

### **C.**



## **iReady & CAASPP Data - Presented by Jenny Craig, Director of Operations & Accountability**

Jenny presented an in-depth analysis of student assessment data and outlined strategic initiatives aimed at driving academic growth at Excel Academy. Below are the key highlights:

### **Student Performance Data**

- **Fall 2024 iReady Results:**
  - 60.4% of students are at or above grade level in ELA, a 2% decrease from Fall 2023.
  - 49.3% of students are at or above grade level in math, reflecting a slight improvement.
- **Growth Projections:** Based on historical data, ELA and math scores are expected to grow by approximately 15% by Spring 2024, surpassing the LCAP growth target of 2%.
- **CAASPP Results:** Excel students significantly outperform state averages:
  - ELA: 58% at or above grade level, compared to 44% statewide.
  - Math: 51% at or above grade level, compared to 33% statewide.
- **Continuous Enrollment Impact:** Students enrolled for 3+ years consistently outperform newer students, highlighting the importance of sustained engagement.

### **Strategic Focus Areas**

- **Interventions:** Targeting learning gaps through a focus on vocabulary, comprehension, and written expression across all subjects.
- **Data Analysis:** Partnering with Parsec Education for deeper insights into student performance by domain and subgroup.
- **Goal Setting:** Teachers are provided tools to help students set and track personalized growth goals.

### **Professional Development**

- Teachers will participate in professional learning communities (PLCs) and upcoming training sessions to analyze trends, assess interventions, and share best practices.
- Virtual and personalized path teachers will focus on individual student growth and domain-specific trends.

### **Subgroup Performance and Equity**

- Excel students, including English learners and special education groups, are consistently improving, with notable gains in ELA and math across grade levels.
- Efforts are underway to tailor interventions and resources to meet the diverse needs of students.

## Celebrations

- Excel ranks among the top-performing charter schools:
  - Warner: 8th in ELA and 3rd in math out of 61 comparable charters.
  - Helendale: 19th in ELA and 7th in math.
- Specific grade-level improvements include a 9% increase in 7th-grade math scores and a 3-4% improvement for 11th graders in both ELA and math.

## Future Plans

- A comprehensive survey will gather feedback from students, parents, and teachers to refine programs and enhance student engagement.
- The school will focus on personalized and equity-based instruction, addressing areas like teacher development, instructional strategies, and communication with families.

Jenny concluded by emphasizing the collective effort of staff, leadership, and educational partners in supporting student success. The board praised the thoroughness and actionable insights of her report, underscoring the importance of data-driven approaches to education.

### D. 2022-2023 Teacher Assignment Monitoring Outcome - Presented by Charlene Pitchess, Human Resources Specialist

Charlene Pitchess, HR Specialist at Excel Academy, presented an overview of the **Teacher Assignment Monitoring Outcome (TAMO)** report, a state initiative to ensure proper teacher credentialing. The report uses CALPADS and CALSAS data and classifies teachers into seven categories, such as "Clear" (fully credentialed) and "Out of Field" (teaching outside credential area, often due to local assignment option 44865).

#### Excel Academy Results (2022-23):

- **Warner:** 75.4% "Clear," 22.7% "Out of Field," 1.2% "Incomplete."
- **Helendale:** 74.6% "Clear," 24.4% "Out of Field."
- Excel outperformed comparable charters, with no "Ineffective" assignments and minimal data errors.

**Local Assignment Option 44865:** This option allows flexibility for charter and independent study schools like Excel, enabling teachers to teach outside their credential area with consent. Commonly applied in areas like PE, art, and hard-to-staff subjects, these teachers receive targeted training and support.

#### Next Steps:

- Improve data accuracy in reporting systems.
- Continue robust teacher evaluation and professional development.

- Collaborate with state education boards to address charter-specific nuances in reporting.

The board praised the presentation for its thoroughness and Excel's commitment to compliance and teacher support.

## V. Consent

### A. Consent - Business/Financial Services

### B. Consent - Educational Services

### C. Consent - Personnel Services

M. Humphrey made a motion to Bill Hall.

S. Fraire seconded the motion.

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

#### Roll Call

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

## VI. Comments

### A. Board Comments

The board expressed unanimous praise and gratitude for the presentations, highlighting the depth, detail, and thoughtfulness of the reports by Jenny and Charlene. Key comments included:

- **Acknowledgment of Effort:** The board commended the hard work and dedication of staff, emphasizing the detailed analysis and purposeful interventions presented.
- **Appreciation for Student Involvement:** Board members were delighted to hear directly from students Jolene and Ryan, noting how their presence brought the school's impact to life.
- **Focus on Data and Outcomes:** The data-driven approach in Jenny's report was highlighted as crucial for improving programs, with a particular interest in how it translates to teacher strategies and student outcomes, including support for both high and low achievers.
- **Charlene's Compliance Work:** Her thorough explanation of TAMO and teacher credentialing processes was highly praised, though the board acknowledged the complexity of the information and the need for reflection.

- **Community Engagement:** Heidi's update on school events like park days and relays received positive attention, with board members appreciating the inclusive and competitive aspects of these activities.
- **General Gratitude:** The board expressed overall satisfaction with the meeting, presentations, and the commitment of leadership and staff, thanking all contributors for their dedication to the school's success.

The board encouraged continued updates and looked forward to seeing future progress across various initiatives.

## B. CEO Comments

Heidi closed the meeting with reflections on the day's presentations and updates from the school. She highlighted Ryan's quiet humility, revealing that he played the lead role of Prince Eric in a production of *The Little Mermaid*, showcasing not just his talent but also his character.

Turning to the data presentations, Heidi emphasized the ever-changing nature of data as an ongoing opportunity for growth and improvement. She shared plans to strengthen the impact of learning period meetings, leveraging them as critical touchpoints with parents and students. Heidi also reflected on feedback from Lori's recent coaching session, where Excel was praised for effectively putting data into the hands of teachers, a practice often missed at other schools.

Regarding Charlene's detailed TAMO presentation, Heidi acknowledged the complexity of the 44865 assignment option and expressed commitment to refining its application. She emphasized the importance of maintaining accuracy and accountability in the system, with plans to collaborate further with School Pathways.

Heidi also shared excitement about upcoming initiatives, including welcoming a new charter liaison for Warner and attending the A+ conference, where Excel's special education and general education teams will present workshops. She expressed pride in the school's achievements and gratitude for the team's dedication, ending on a note of optimism for the future.

## VII. 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 12:47 PM.

Respectfully Submitted,  
W. Hall

**FOR MORE INFORMATION**

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

# Coversheet

## Approve Minutes

**Section:** IV. Approve Minutes  
**Item:** B. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board of Directors Study Session on November 14, 2024

APPROVED



## Excel Academy (CA)

# Minutes

## Board of Directors Study Session

---

### Date and Time

Thursday November 14, 2024 at 10:25 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

### Zoom Meeting Information:

**Dial In: +1 719 359 4580**

Meeting ID: 840 2933 2916

URL: <https://us06web.zoom.us/j/84029332916>

---

### 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.

### 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.

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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 Nov 14, 2024 at 10:39 AM.

### **B. Record Attendance**

## **II. Approve/Adopt Agenda**

### **A. Approval of Agenda for November 14, 2024 Board of Directors Study Session**

M. Humphrey made a motion to Bill Hall.

L. Alvarado seconded the motion.

Two amendments were made to the agenda:

1) Addition of a **closed session case with legal counsel for anticipated litigation for a new pending case.**

2) Amendment to "Closed Session with the Executive Director" to "Closed Session with Legal Counsel."

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

#### **Roll Call**

L. Alvarado    Aye



#### Roll Call

W. Hall Aye  
S. Houle Aye  
M. Humphrey Aye  
S. Fraire Aye

### III. Adjourn to Closed Session

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

S. Houle made a motion to Bill Hall.

L. Alvarado seconded the motion.

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

### IV. Reconvene Regular Meeting

#### A. Report out any action taken in closed session.

No action was taken.

### V. Oral Presentations

#### A. Excel Academy Charter Schools Board of Directors Manual Review

The report to the Board of Directors of the Board Manual summarized minor updates to the manual, primarily consisting of grammatical adjustments and semantic clarifications. A notable addition was the mention of compliance with the Brown Act on page nine. No substantial changes to language or policies were made, as indicated in the redlined version attached to the agenda.

#### B. Ethics Assembly Bill 2158

Heidi presented information regarding Assembly Bill 2158, which requires the Board of Directors to complete at least two hours of ethics training by January 1, 2026. The training must include core content and proof of participation. She outlined three options for compliance:

1. **Self-Paced Training:** Board members complete the training independently and submit their certificates.
2. **Legal Counsel Facilitation:** An attorney provides the training during a board study session.
3. **Recognition of Other Trainings:** Board members who complete similar training through another organization can submit a participation certificate to fulfill the requirement.

The board expressed a preference for the self-paced option, noting its flexibility and ease of implementation. Heidi assured them the training would be made accessible soon, likely

as an online module, and certificates could be printed for record-keeping. The discussion concluded with consensus on moving forward with the self-paced approach.

### **C. Performance Evaluation Planners for 2024/25 - Presented by Megan Anderson, Director of Human Resources**

Megan presented updates to Excel Academy's **Performance Planner**, a key resource for administrators and leadership teams to manage staff evaluations and supervision effectively. She explained how the planner integrates school goals with HR resources, offering a streamlined and user-friendly system. This year, Megan and Heidi refined the planner's language and structure to align with the school's current objectives.

One of the key updates included a customizable timeline, allowing departments to adjust evaluation schedules to fit their unique needs. For example, testing periods for assessment teams may differ from timelines for other departments. The planner also includes digital links to resources, observation templates, and evaluation tools, making it accessible and interactive.

A major improvement was the standardization of evaluation tools. Previously, departments used varied methods, but now all staff evaluations fall into three categories: certificated educators, certificated leadership, and classified staff. This consistency ensures clarity, accountability, and legal compliance across the organization.

Megan also introduced **SuperEval**, a digital platform designed to streamline administrator evaluations. This tool enables goal setting, evidence attachment, and collaborative reviews, replacing paper-based processes with a centralized system. Additionally, she highlighted supportive evaluation resources like Inspire and Frisk, which provide a progressive approach to addressing performance concerns.

The board praised Megan's meticulous approach, emphasizing the importance of flexibility, consistency, and the unified tools for scaling the organization effectively. They appreciated the clear organization of the planner and how it supports accountability while fostering collaboration among staff. Megan concluded by reiterating her commitment to continuous improvement and making the tools accessible and user-friendly for all supervisors.

## **VI. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 AM.

Respectfully Submitted,  
W. Hall

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**FOR MORE INFORMATION**

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

# Coversheet

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

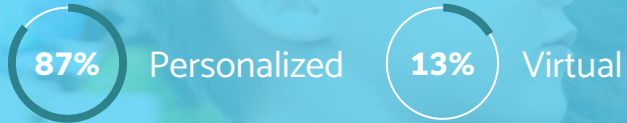
**Section:** VIII. Correspondence/Proposals/Reports  
**Item:** A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** EACS December 2024 Board Update.pdf





# Enrollment Data

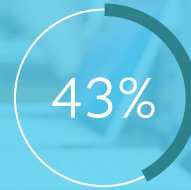
## Academic Path



## Student Count: 1,709



TK-3rd  
641 Students



4th-8th  
735 Students



9th-12th  
333 Students

# Excel Academy's Student Leadership Class launched two fundraisers:

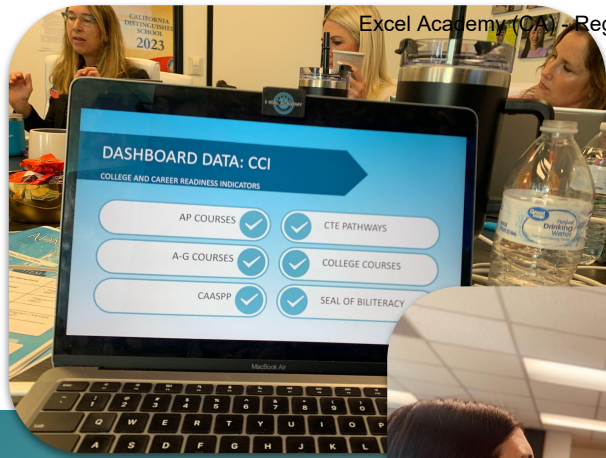


**PANDA EXPRESS**  
**DINE-OUT**

FRIDAY, NOVEMBER 22,  
ANY LOCATION!  
ORDER ONLINE + PICK UP OR DELIVER.

**USE CODE : 928168**

The advertisement features a red background with a panda character peeking over a QR code. There are several golden fortune cookies scattered around the QR code. The text is in white and black. In the bottom right corner, there is a small circular logo for Excel Academy.



# Admin Summit: Part 1



The EACS Admin team held a Summit at the EACS office in Irvine for each leader to present their Department SWOT (Strengths, Weaknesses, Opportunities, and Threats), brainstorm action plans for the 25/26 school year, and collaborate on initiatives and solutions to improve the school at each level. It was an incredibly successful three days!



## ADMIN SUMMIT AGENDA

Location: Irvine Office      Date: November 4, 2024

TIME	ITEM	DETAILS
12:30 PM	Opening	• Overview of Summit
1:00 PM	Business Services SWOT	• Program Overview • SWOT
1:45 PM	Communications & Community SWOT	• Program Overview • SWOT
2:30 PM	Human Resources SWOT	• Program Overview • SWOT
3:15 PM	Assessment & Accountability	• Program Overview • SWOT
4:00 PM	Wrap Up	

Powered by BoardOnTrack



# General Education Updates

- TK-6 participated in a *Quick Write* (responding to a writing prompt, in-person) during November LP meetings
- 7-12 teachers conducted deep data dive to review fall iReady and CAASPP - assigning 8th graders individual goals for self improvement.
- Virtual Pathway is exploring a virtual learning enhancement resource called NearPod for interactive lessons!



# Special Education Updates

Two of our Mod-Severe CMs presented at APlus+ and received tremendous amounts of positive feedback

The College and Career classes are proving to be successful since we broke them into grade levels. We currently have 23 students in our M/M program attending.



# Teacher Professional Development: i-Ready Data Dive



## OUR MISSION

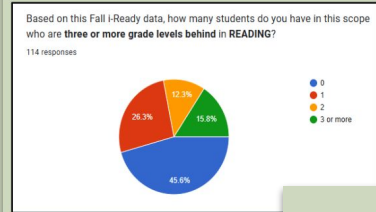
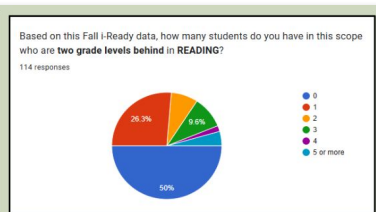
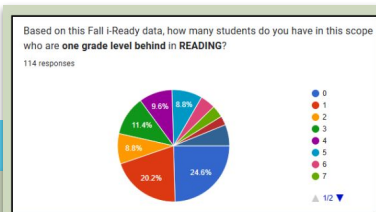
The goal of the deep dive is to garner information from our expert teachers to help determine our next steps to address the needs of all students.



## YOUR VISION & INSIGHT

Based on your expertise, we want to know...

- the factors that are impacting progress
- areas to target that would have the greatest impact on student achievement
  - trends and areas to celebrate
  - and next steps!



READING  
Percentages of Students Performing Below Grade Level

## READING CONSISTENT TRENDS, SUGGESTIONS, & CELEBRATIONS

### Trends & Suggestions

- Need to target foundational reading skills
- Comprehension of informational and non-fiction text and literature - showing some strength, but remains a critical focus
- Vocabulary building is needed
- One roster - majority of 7th grade students have not mastered 7th grade skills (haven't mastered skills as low as 4th grade)
- SWD and EL students are performing below grade level

### Celebrations

- Strong phonemic awareness
- Strong high frequency words
- Use of Wordly Wise, All About Reading/Phonics = success!
- Students using curriculum that has traditionally been successful are at or above grade level.
- Students using EIW, Novel Ties, and Spelling curriculum are scoring better than students using one program for all components.
- The more involved the parent = higher test scores! Sentiment shared multiple times!
- Student with EACS 3+ years closed learning gaps
- Improvement from previous years
- Students who complete i-Ready lessons are showing substantial growth
- Intervention has yielded impressive growth overall!

# APLUS+ Personalized Learning Conference



Ten Excel Staff members attended the 21st APLUS+ Network conference, and both of Excel's charters received the Pioneer Award for academic achievement!





# APLUS+ Personalized Learning Conference

Excel Academy (CA) Regular Meeting of the Board of Directors - Agenda - Thursday, December 10, 2023 at 11:00 AM

## Session Presenters



### Unlocking the Magic

Engaging Academic Adventures for Moderate to Severe Students in Independent Study

Presented by:  
Evelyn Riihoniemi & Elizabeth Hatcher  
Education Specialists at Excel Academy

Our incredible Special Education team presented on Academic strategies for Moderate to Severe students

### Behavior Management

- Zones of Regulation
- Student Choice
- Calming Strategies
- Token/Reward Chart
- Verbal Praise

### Consider these Factors when planning Virtual Groups

Student Privacy	Maintain Dignity	Turn Taking	
Participation	On/Off Camera	Readiness	Parents

# APLUS+ Personalized Learning Conference

Excel Academy (CA) Regular Meeting of the Board of Directors Agenda Thursday, December 10, 2024 at 11:00 AM

## Session Presenters



Share your Pearls of Wisdom.



A. Opinion: Does *All About Reading* cover ALL subdomains in ELA?

B. Do you notice lower scores in Geometry in Elementary grades? Discuss why.

C. Share a favorite middle school WRITING curriculum



And our amazing Elementary Principal presented two sessions: MTSS and supporting LGBTQ+ Youth!

Powered by BoardOnTrack

### Staff Protocol



<p><b>Student CONFIDES in you</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Express support and ensure confidentiality</li><li><input checked="" type="checkbox"/> Ask if their parent knows.</li><li><input checked="" type="checkbox"/> If NOT, encourage them to speak to School Counselor for support</li><li><input checked="" type="checkbox"/> Uphold confidentiality</li><li><input checked="" type="checkbox"/> Staff can share with counselors/admin for support</li></ul>	<p><b>Respect</b></p>  	<p><b>Parent/Student NOTIFIES you</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Express support</li><li><input checked="" type="checkbox"/> Ask permission to share with admin and counselor</li><li><input checked="" type="checkbox"/> If YES, Contact Counselor, cc Principal.</li><li><input checked="" type="checkbox"/> Counselor will ensure changes in SIS and provide general resources</li></ul>
	<p><b>Confidentiality</b></p>  	





# Community Highlight

Excel Academy hosted its Edupreneur Expo: EACS Fall Festival in four different regions! Students were able to showcase and sell their homemade goods to other students, staff, and families, and got to partake in a hot chocolate bar, food drive, craft station, and raffle!



**EXCEL'S EDUPRENEURS EXPO**  
EACS Fall Festival

NOV 22  
FOUR LOCATIONS  
1:00-3:00 PM

Excel students!  
Come showcase and sell your handmade goods at Excel's Edupreneurs Expo: Fall Festival!

Both Elementary & Secondary students are welcome!

Register below if you would like to be a Student Exhibitor to showcase and sell your items.

Powered by BoardOnTrack









**Registration Open!**

EXCEL ACADEMY

# Parent Power-Up

## WORKSHOPS FOR HOME EDUCATORS

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

**NOV 13** 10:00AM - 1:45PM  
BREAA COMMUNITY CENTER



**EACS held its 2nd annual Parent PowerUp, where 45 EACS families attended to gain valuable knowledge, practical tools and strategies, and a supportive community from the EACS Staff!**





# November GATE Event

## GATE PROGRAM LIL' PUMPKIN CHUNKIN'

BUILD A SMALL  
CATAPULT AND TEST IT

MATERIALS PROVIDED  
OPEN TO 3RD-8TH GRADE

**THURSDAY**  
11/14, 11:00AM  
BAKER RANCH  
COMM. PARK,  
LAKE FOREST

**FRIDAY**  
11:00  
PINEHURST  
PARK  
CHINO



# Counseling Corner

*Online*  
**WEBINAR**  
COLLEGE 101-HOW TO WRITE A COLLEGE ESSAY

 **OCT 2ND**  
 **12:00 PM**



**COLLEGE APPLICATION**



**LEADERSHIP PROGRAM 2025**  
BANK OF AMERICA



**REQUIREMENTS**

- Currently be a junior or senior in high school
- Be legally authorized to work in the United States
- Be able to participate in an 8-week paid internship
- Be able to participate in a week-long Student Leaders Summit in Washington, DC (July 21-26 2025)

## BEHAVIORAL HEALTH RESOURCES



**CaIHOPE** Digital mental health support for youth, young adults, and families

A groundbreaking new program providing free, safe, and confidential mental health support for young people and families across the state with two easy-to-use mobile apps.



**care solace**

24/7/365 Mental Health and Social Service Care Coordination Service for Excel Academy Students, Staff, and their Families







**Leah Vides**  
*Assistant Director of Special  
Education*

## Staff Spotlight

Leah is an incredibly valued team member at Excel Academy. In her newly and her much deserved newly assigned role as Assistant Director of Special Education, Leah provides tremendous support to administration and the Special Education team. She defines confidence and kindness and always finds a way to smile through it all! Leah is deeply respected by her team, who have remarked on her patient guidance, clear communication, and supporting her team so well. We are so lucky to have her!

# Professional Development in October & November

## Counseling Department:

- ❖ CSU Conference
- ❖ California Association of School Counseling (CASC) Conference
- ❖ California Affordability Summit
- ❖ Statewide Financial Aid Workshop

## Education Department:

- ❖ National Association of Secondary School Principals - Leader Credibility
- ❖ School Pathways Training

## Leadership:

- ❖ Charter School Development Center Conference
- ❖ APLUS+ Network Conference

## Special Education Department:

- ❖ SEIS/CodeStack Conference
- ❖ AALRR Dynamic Leadership conference

## Intervention

- ❖ SDCOE: *Foster or Not?*

## Human Resources Department

- ❖ Supporting New Managers
- ❖ Avoid the top 10 legal mistakes
- ❖ Impact Ideas for Strategic Planning
- ❖ Proactive Risk Management
- ❖ Termination Best Practices
- ❖ All-Star HR “Know Your Attorney”
- ❖ Culture Matters - Strategies for Teacher Retention
- ❖ Title IX Workshop



A photograph of a woman with long blonde hair, wearing a dark blue long-sleeved shirt and brown pants, standing on a blue spring rider. She is smiling and has her arms outstretched. Several children are sitting on the spring rider with her. The scene is set in a park with trees and a blue sky with white clouds. A semi-transparent blue rectangle is overlaid on the image, containing the text "Thank you!".

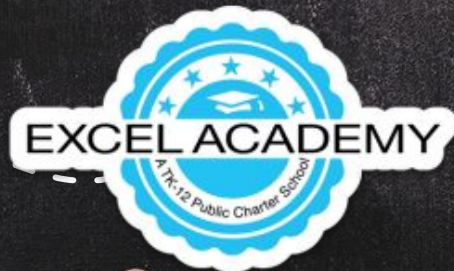
# Thank you!

## Coversheet

### Multi-Tiered System of Supports (MTSS) Presentation - Presented by Tamara Murphy, Intervention Coordinator

**Section:** VIII. Correspondence/Proposals/Reports  
**Item:** B. Multi-Tiered System of Supports (MTSS) Presentation - Presented by  
Tamara Murphy, Intervention Coordinator  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Intervention Board Update 24\_25.pdf





# Student Interventions & Support



Multi-Tiered System of Supports Update  
*December 12, 2024*



# The Intervention Team



**April Saade**, Elementary Principal

**Tamara Murphy**, Intervention Coordinator

**Alison DeSchaine**, Intervention Specialist

**Carly Paulsen**, Compliance Coordinator

**Sarah Bobar**, Intervention Teacher

**Marina Parker**, Intervention Teacher

**Erica Flores**, Intervention Teacher

**Kristen Walker**, Intervention Teacher

**Chrissy DelReal**, Intervention Teacher

**Hannah Cho**, Intervention Teacher

**Tisha Richardson**, Intervention Teacher





# WIN (What I Need)

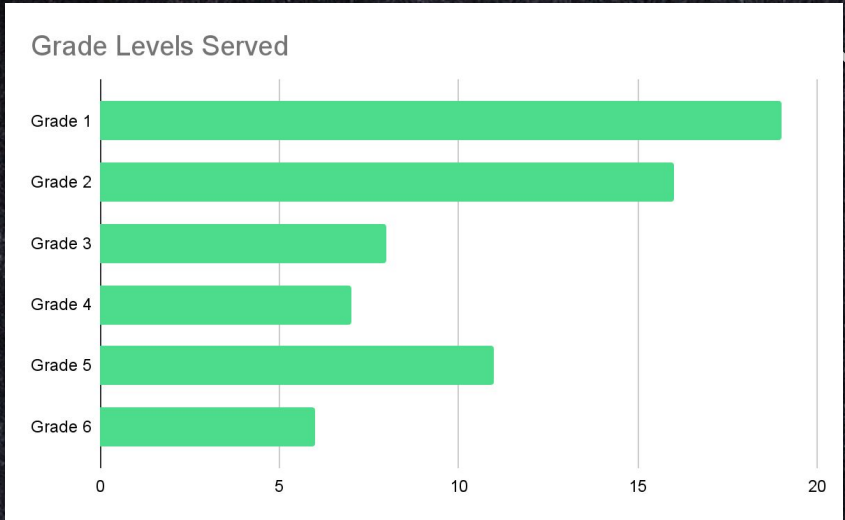
- Required: Grades 1-8
- Identification
  - i-Ready, CAASPP, ToR Led Assessments
    - Math: 240
    - Reading: 290
- Monitoring: Participation & Progress
- **NEW** 3 Additional Intervention Choices





# WIN Classes

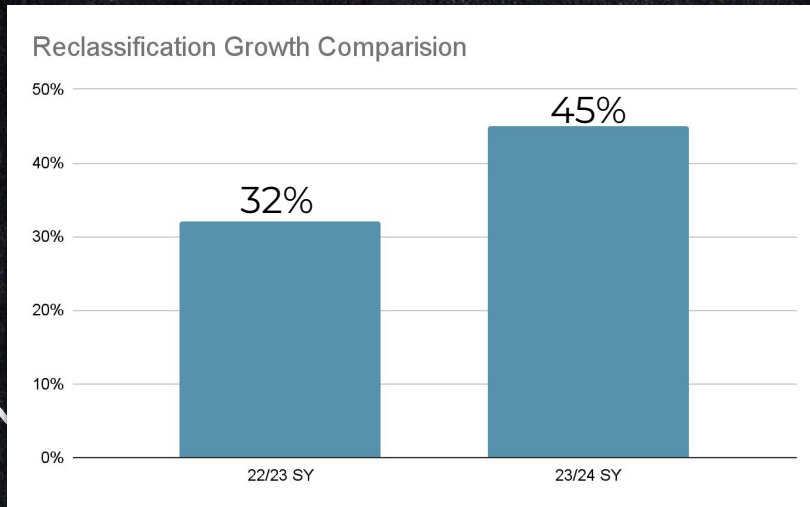
- Small Group, Strategic Instruction
  - Identification: Data Analysis
  - 100 minutes / week
  - Newsletter communication
  - Progress reports
- Classes Offered
  - Math
  - Phonics
  - Reading Intensive
  - Comprehension
  - NEW: Reading Foundational Skills Classes



Required for Virtual Path



# English Language Development



- 60 students - K-12
- Required Designated Instruction
- 100 minutes weekly
- ELD Standards
- Communication & Progress Reports
- **NEW** Added Section - smaller class sizes



# Book Club & Read Aloud







# Student Support Team (SST)

&

# SpEd Referral Process





# McKinney-Vento Support



homeless



foster



mobile







# Thank YOU!





# Coversheet

## Consent - Business/Financial Services

**Section:** IX. Consent  
**Item:** A. Consent - Business/Financial Services  
**Purpose:**  
**Submitted by:**  
**Related Material:** 10.10.24 Semi Monthly Cash Requirement.pdf  
11.26.24 Semi Monthly Cash Requirement.pdf  
11.26.24 Monthly Cash Requirement.pdf  
10.25.24 Semi Monthly Cash Requirement.pdf  
11.08.24 Semi Monthly Cash Requirement Rpt..pdf  
10.25.24 Monthly Cash Requirement.pdf  
DocuSign Renewal.pdf

### BACKGROUND:

Excel Academy uses DocuSign for the majority of documents and forms sent to employees, parents, and vendors. DocuSign envelopes are used for Employee contracts, Special Education Documents, Retention and Acceleration forms, EL redesignation, Vendor agreement updates, and more. It has shown that DocuSign proves to be the most effective and efficient way for all recipients to take care of and return these items which are necessary for the function and compliance of Excel Academy. In addition, Excel Academy has included SMS text functionality into the DocuSign envelopes to increase effectiveness in the reachability and completion of important documents that are sent to families.

Excel Academy will be entering into a two-year contract with DocuSign to save on costs. The cost per year will be \$18,331 for the 2024-2025 school year, with a combined two year total of \$36,662. This cost includes unlimited user access, 5,500 envelopes, SMS text message capability, and premier support.

**Fiscal Impact: \$18,331 for the 2024-2025 School Year**

**Cash Requirements Statement****EXCEL ACADEMY CHARTER SCHOOLS**

Transaction #: 36B98B040

Period Ending: 09/30/2024

Check Date: 10/10/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 10/09/2024

*A wire request for \$33,107.83 will be sent to your bank on 10/08/2024***Items**

Checks / Vouchers	17
Additional Direct Deposit Accounts	3

**Billing**

Check Processing/Tax Service	573.46
Direct Deposit	7.75
Jurisdiction Filing	18.00
Garnishment Fee this Payroll	No Charge
<b>Total Billing</b>	<u>599.21</u>

**Tax Deposits**

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,459.06	1,459.06	2,918.12
Medicare	457.02	457.02	914.04
Federal W/H Tax	1,736.73		1,736.73
California W/H Next Day	807.13		807.13
California SDI Next Day	352.82		352.82
California ETT Qtrly		1.35	1.35
California SUTA		35.17	35.17
<b>Total Tax Deposits</b>	<u>4,812.76</u>	<u>1,952.60</u>	<u>6,765.36</u>

**Paycom Cash Requirements**

Net Direct Deposits - Paycom Pay	22,744.91
Direct Deposit Distribution - Paycom Pay	2,998.35
Taxes - PAYCOM Resp.	6,765.36
Payroll Fee	599.21
<b>Total Paycom Cash Requirements</b>	<u>33,107.83</u>

**Total Cash Requirements**33,107.83

**Cash Requirements Statement****EXCEL ACADEMY CHARTER SCHOOLS**

Transaction #: 85B4D7C3C

Period Ending: 11/15/2024

Check Date: 11/26/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 11/25/2024

*A wire request for \$35,338.94 will be sent to your bank on 11/22/2024***Items**

Checks / Vouchers	17
Additional Direct Deposit Accounts	4

**Billing**

Check Processing/Tax Service	575.12
Direct Deposit	8.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
<b>Total Billing</b>	<u>613.12</u>

**Tax Deposits**

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,591.22	1,591.22	3,182.44
Medicare	485.61	485.61	971.22
Federal W/H Tax	1,986.60		1,986.60
California W/H Next Day	924.78		924.78
California SDI Next Day	374.11		374.11
California ETT Qtrly		1.84	1.84
California SUTA		48.32	48.32
<b>Total Tax Deposits</b>	<u>5,362.32</u>	<u>2,126.99</u>	<u>7,489.31</u>

**Paycom Cash Requirements**

Net Direct Deposits - Paycom Pay	23,940.35
Direct Deposit Distribution - Paycom Pay	3,296.16
Taxes - PAYCOM Resp.	7,489.31
Payroll Fee	613.12
<b>Total Paycom Cash Requirements</b>	<u>35,338.94</u>

**Total Cash Requirements**35,338.94

# Cash Requirements Statement

## EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 8D533AB35

Period Ending: 11/30/2024

Check Date: 11/26/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 11/25/2024

*A wire request for \$823,332.37 will be sent to your bank on 11/22/2024*

### Items

Checks / Vouchers	118
Additional Direct Deposit Accounts	11

### Billing

Check Processing/Tax Service	1,936.34
Direct Deposit	9.75
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
<b>Total Billing</b>	<b>1,976.09</b>

### Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	5,191.10	5,191.10	10,382.20
Medicare	13,107.39	13,107.39	26,214.78
Federal W/H Tax	66,527.52		66,527.52
California W/H Next Day	33,440.28		33,440.28
California SDI Next Day	9,743.73		9,743.73
Hawaii W/H Semiweekly	866.23		866.23
Oregon W/C Tax EE	1.44		1.44
Oregon W/C Tax ER		1.44	1.44
Oregon W/H Next Day	490.30		490.30
Oregon EE PFML	40.06		40.06
Oregon SUTA		160.22	160.22
Oregon Transit Tax	6.68		6.68
Oregon ER PFML		26.70	26.70
<b>Total Tax Deposits</b>	<b>129,414.73</b>	<b>18,486.85</b>	<b>147,901.58</b>

### Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	651,245.43
Direct Deposit Distribution - Paycom Pay	22,209.27
Taxes - PAYCOM Resp.	147,901.58
Payroll Fee	1,976.09
<b>Total Paycom Cash Requirements</b>	<b>823,332.37</b>

### Other Cash Requirements

Manual Checks	4,914.34
---------------	----------

# Cash Requirements Statement

## EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 8D533AB35

Period Ending: 11/30/2024

Check Date: 11/26/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 11/25/2024

*A wire request for \$823,332.37 will be sent to your bank on 11/22/2024*

<b>Total Other Cash Requirements</b>	<u>4,914.34</u>
<b>Total Cash Requirements</b>	<u>828,246.71</u>



**Cash Requirements Statement****EXCEL ACADEMY CHARTER SCHOOLS**

Transaction #: 09646203F

Period Ending: 10/15/2024

Check Date: 10/25/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 10/24/2024

*A wire request for \$35,955.68 will be sent to your bank on 10/23/2024***Items**

Checks / Vouchers	17
Additional Direct Deposit Accounts	3

**Billing**

Check Processing/Tax Service	575.09
Direct Deposit	7.75
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
<b>Total Billing</b>	<u>612.84</u>

**Tax Deposits**

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,582.56	1,582.56	3,165.12
Medicare	495.75	495.75	991.50
Federal W/H Tax	2,065.50		2,065.50
California W/H Next Day	978.32		978.32
California SDI Next Day	381.78		381.78
California ETT Qtrly		1.38	1.38
California SUTA		35.86	35.86
<b>Total Tax Deposits</b>	<u>5,503.91</u>	<u>2,115.55</u>	<u>7,619.46</u>

**Paycom Cash Requirements**

Net Direct Deposits - Paycom Pay	24,479.27
Direct Deposit Distribution - Paycom Pay	3,244.11
Taxes - PAYCOM Resp.	7,619.46
Payroll Fee	612.84
<b>Total Paycom Cash Requirements</b>	<u>35,955.68</u>

**Total Cash Requirements**35,955.68

**Cash Requirements Statement****EXCEL ACADEMY CHARTER SCHOOLS**

Transaction #: 97A5B7431

Period Ending: 10/31/2024

Check Date: 11/08/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 11/07/2024

*A wire request for \$39,350.60 will be sent to your bank on 11/06/2024***Items**

Checks / Vouchers	17
Additional Direct Deposit Accounts	4

**Billing**

Check Processing/Tax Service	575.12
Direct Deposit	8.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
<b>Total Billing</b>	<u>613.12</u>

**Tax Deposits**

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,735.33	1,735.33	3,470.66
Medicare	540.40	540.40	1,080.80
Federal W/H Tax	2,488.55		2,488.55
California W/H Next Day	1,195.69		1,195.69
California SDI Next Day	415.87		415.87
California ETT Qtrly		1.78	1.78
California SUTA		46.50	46.50
<b>Total Tax Deposits</b>	<u>6,375.84</u>	<u>2,324.01</u>	<u>8,699.85</u>

**Paycom Cash Requirements**

Net Direct Deposits - Paycom Pay	26,380.84
Direct Deposit Distribution - Paycom Pay	3,656.79
Taxes - PAYCOM Resp.	8,699.85
Payroll Fee	613.12
<b>Total Paycom Cash Requirements</b>	<u>39,350.60</u>

**Total Cash Requirements**39,350.60**Footnotes**

Additional refund in the amount of 0.02 for California ETT Qtrly. General Ledger and Cash Requirement will not match.

**Cash Requirements Statement****EXCEL ACADEMY CHARTER SCHOOLS**

Transaction #: C7DDD9496

Period Ending: 10/31/2024

Check Date: 10/25/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 10/24/2024

*A wire request for \$841,958.84 will be sent to your bank on 10/23/2024***Items**

Checks / Vouchers	117
Additional Direct Deposit Accounts	11

**Billing**

Check Processing/Tax Service	1,922.86
Direct Deposit	9.75
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
<b>Total Billing</b>	<u>1,962.61</u>

**Tax Deposits**

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	5,716.75	5,716.75	11,433.50
Medicare	13,276.70	13,276.70	26,553.40
Federal W/H Tax	69,765.53		69,765.53
California W/H Next Day	34,660.02		34,660.02
California SDI Next Day	9,791.45		9,791.45
California ETT Qtrly		5.96	5.96
California SUTA		155.18	155.18
Hawaii W/H Semiweekly	866.23		866.23
Oregon W/C Tax EE	3.26		3.26
Oregon W/C Tax ER		3.26	3.26
Oregon EE PFML	82.12		82.12
Oregon W/H SemiWeekly	1,187.45		1,187.45
Oregon SUTA		328.49	328.49
Oregon Transit Tax	13.69		13.69
Oregon ER PFML		54.75	54.75
<b>Total Tax Deposits</b>	<u>135,363.20</u>	<u>19,541.09</u>	<u>154,904.29</u>

**Paycom Cash Requirements**

Net Direct Deposits - Paycom Pay	662,827.77
Direct Deposit Distribution - Paycom Pay	22,264.17
Taxes - PAYCOM Resp.	154,904.29
Payroll Fee	1,962.61
<b>Total Paycom Cash Requirements</b>	<u>841,958.84</u>



# Cash Requirements Statement

## EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: C7DDD9496

Period Ending: 10/31/2024

Check Date: 10/25/2024

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 10/24/2024

*A wire request for \$841,958.84 will be sent to your bank on 10/23/2024*

**Total Cash Requirements**

841,958.84





DocuSign, Inc.  
221 Main Street, Suite 800  
San Francisco, CA 94105

**Offer Valid Through:** Nov 29, 2024

**Prepared By:** Drew Steele

**Quote Number:** Q-01646994

## ORDER FORM

### Address Information

**Bill To:**

Excel Academy  
1 Technology Drive  
Suite I-811,  
Irvine, CA, 92618  
United States

**Ship To:**

Excel Academy  
1 Technology Drive  
Suite I-811,  
Irvine, CA, 92618  
United States

**Billing Contact Name:**

Heidi Gasca

**Billing Email Address:**

hgasca@excelacademy.education

**Billing Phone:**

(949) 412-3122

**Shipping Contact Name:**

Heidi Gasca

**Shipping Email Address:**

hgasca@excelacademy.education

**Shipping Phone:**

(949) 412-3122

### Order Details

**Order Start Date:** Nov 30, 2024

**Order End Date:** Nov 29, 2026

**Billing Frequency:** Annual

**Payment Method:** Check

**Payment Terms:** Net 30

**Currency:** USD

**Auto Renewal:** Yes

### Products

Product Name	Subscription No.	Start Date	End Date	Quantity	Net Price
eSignature Enterprise Pro Edition - Envelope Subs.	SUB-2094606-1	Nov 30, 2024	Nov 29, 2026	11,000	\$30,780.00
Multi-Channel Delivery	SUB-2094606-1	Nov 30, 2024	Nov 29, 2026	2,750	\$1,100.00
Premier Support - eSign	SUB-2094606-1	Nov 30, 2024	Nov 29, 2026	1	\$4,782.00

**Grand Total: \$36,662.00**

### Annualized Total

Year 1 Total: \$18,331.00

Year 2 Total: \$18,331.00

The annualized totals above are displayed for general guidance only and may differ from the total amounts displayed on an invoice. Please refer to the Order Details and Products sections above for complete and accurate totals.

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### Product Details

eSignature Envelope Allowance: 11,000

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### Overage/Usage Fees

eSignature Enterprise Pro Edition - Envelope Subs. (Per Transaction): \$8.80

Multi-Channel Delivery: \$0.50

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### Order Special Terms

For any subscription-based Service(s) purchased on this Order Form, (a) the Term will automatically renew for additional periods equal to the expiring Term or one (1) year (whichever is shorter), unless either party gives the other written notice of non-renewal at least 30 days before the end of either the Term or subsequent terms; and (b) the pricing during any automatic renewal term may be increased by DocuSign by 5 % if DocuSign provides the other party written notice of a pricing increase at least forty-five (45) days before the end of that prior term, in which case the pricing increase will be effective upon renewal and thereafter.

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### Terms & Conditions

This Order Form is governed by the terms Master Services Agreement available online at: <https://www.docusign.com/legal/terms-and-conditions/msa> and the applicable Service Schedule(s) and Attachments for the DocuSign Services described herein available online at <https://www.docusign.com/legal/terms-and-conditions/msa-service-schedules>.

Notwithstanding anything in the Agreement, the Parties agree that, solely for the purposes of this Order Form, the Envelope Allowance for Seat plans included in the Service Schedule for DocuSign eSignature will not apply to the Seat plans listed on this Order Form, and will instead be subject to any restrictions set forth on this Order Form, as further detailed in the Plan Allowances page, which is available here: <https://www.docusign.com/iam/plan-allowances>, and the DocuSign Reasonable Use Policy, which is available here: <https://www.docusign.com/privacy/reasonable-use-policy>. The availability of unlimited web-app sends under this SKU shall be subject to restrictions against resale, sharing, and other unauthorized use, as set forth in the Agreement, by customers.

## Billing Information

Prices shown above do not include any sales, use, value added (VAT), goods and services (GST), and/or any other similar taxes, duties, levies and or charges of any nature that might be imposed or required to be collected (collectively “taxes”) by DocuSign. Any such taxes are the responsibility of the Customer and will appear on the final invoice(s), as applicable. Taxes are calculated based on the ship-to location listed on your order form.

Invoice(s) for this order will be emailed automatically from [invoicing@erp.docuSign.com](mailto:invoicing@erp.docuSign.com).

Please make sure this email address is on an approved setting or safe senders list, so notifications do not go to a junk folder or get caught in a spam filter.

### For U.S. Customers

Is the contracting entity exempt from sales tax?

Please select Yes or No:  Yes  No

If yes, please send the required tax exemption documents immediately to [taxexempt@docuSign.com](mailto:taxexempt@docuSign.com).

### For Non U.S. Customers

Verify that the VAT, GST, TIN, or similar tax identification number below is correct, or provide the correct number to your DocuSign contact. If the VAT, GST, or TIN identification number is not populated below, it will be assumed that you are not a VAT/GST registered taxpayer.

VAT, GST, TIN or similar tax identification number:

**For other tax exemption requests, please email the applicable tax exemption documentation to [taxexempt@docuSign.com](mailto:taxexempt@docuSign.com).**

---

## Purchase Order Information

Is a Purchase Order (“PO”) required for the purchase or payment of the products on this Order Form?

Please select:  Yes  No

By marking “No”, Customer agrees to process payment for any invoices issued pursuant to this Order Form without a PO Number.

If yes, please complete the following information, and attach your PO (if available), and the invoice will be issued referencing such PO Number:

PO Number:

Please attach PO Attachment here:

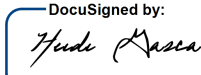
If "Yes" is marked, but a PO Number is not provided or a PO document is not attached, then Customer agrees to provide the PO information or PO document to DocuSign at its earliest convenience by sending to [POSubmission@docuSign.com](mailto:POSubmission@docuSign.com) referencing this Quote Number, but agrees to still process payment per the agreed upon terms.

If Customer has attached a PO (or other document) to this Order Form, Customer acknowledges and agrees that any additional or conflicting terms appearing in such PO (or any other document) are invalid.

---

**By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Order Form and any documents incorporated herein.**

**Customer**

Signature:   
3110C68C22BD4F9...

Name: Heidi Gasca  
Job Title: Executive Director/CEO  
Date: December 3, 2024

**DocuSign, Inc.**

Signature:   
9F46EADC8407405...

Name: Rajiv Bajaj  
Job Title: REvops Specialist  
Date: December 4, 2024

Initial  




**Certificate Of Completion**

Envelope Id: 018DF0D8-7236-490C-8028-7D559F8D5AD0

Status: Completed

Subject: [Resent] Docusign: Excel Academy - Renewal

fcorgid: 00D300000000bS4EAI

Source Envelope:

Document Pages: 4

Signatures: 2

Envelope Originator:

Certificate Pages: 5

Initials: 1

Drew Steele

AutoNav: Enabled

221 Main Street

Envelopeld Stamping: Enabled

Suite 1000

Time Zone: (UTC-08:00) Pacific Time (US & Canada)

San Francisco, CA 94105

Drew.Steele@docusign.com

IP Address: 13.110.78.8

**Record Tracking**

Status: Original

Holder: Drew Steele

Location: DocuSign

12/2/2024 10:07:40 AM

Drew.Steele@docusign.com

**Signer Events**

Heidi Gasca

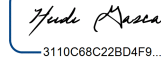
hgasca@excelacademy.education

Executive Director/CEO

Security Level: Email, Account Authentication (None)

**Signature**

DocuSigned by:



3110C68C22BD4F9...

Signature Adoption: Pre-selected Style

Using IP Address: 12.75.215.76

Signed using mobile

**Timestamp**

Sent: 12/2/2024 4:37:40 PM

Resent: 12/3/2024 10:00:42 AM

Resent: 12/3/2024 4:26:49 PM

Viewed: 12/3/2024 5:03:28 PM

Signed: 12/3/2024 9:25:36 PM

**Electronic Record and Signature Disclosure:**

Accepted: 12/17/2018 12:20:51 PM

ID: 4f73d499-9af7-4759-b648-ac4aa67a74e1

Leanza Cacchione

Leanza.Cacchione@docusign.com

Owner

Signing Group: AOR

Security Level: Email, Account Authentication (None)

Initial



Signature Adoption: Pre-selected Style

Using IP Address: 73.72.94.9

Sent: 12/3/2024 9:25:40 PM

Viewed: 12/4/2024 11:00:01 AM

Signed: 12/4/2024 11:01:23 AM

**Electronic Record and Signature Disclosure:**

Accepted: 11/27/2024 2:31:25 PM

ID: f981fa4c-c104-4ba8-8776-fa962cf66fc4

Rajiv Bajaj

Rajiv.Bajaj@docusign.com

REvops Specialist

DocuSign, Inc.

Signing Group: AOA

Security Level: Email, Account Authentication (None)

DocuSigned by:



9F46EADC8407405...

Signature Adoption: Pre-selected Style

Using IP Address: 12.202.171.35

Sent: 12/4/2024 11:01:25 AM

Viewed: 12/4/2024 11:39:01 AM

Signed: 12/4/2024 11:39:08 AM

**Electronic Record and Signature Disclosure:**

Accepted: 12/4/2024 11:39:41 AM

ID: 5c34ffbe-7175-4e17-a22a-b954f90f0ccd

**In Person Signer Events**

**Signature**

**Timestamp**

**Editor Delivery Events**

**Status**

**Timestamp**

**Agent Delivery Events**

**Status**

**Timestamp**

**Intermediary Delivery Events**

**Status**

**Timestamp**

Certified Delivery Events	Status	Timestamp
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Carbon Copy Events	Status	Timestamp
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Lauren Hansen lhansen@excelacademy.education Security Level: Email, Account Authentication (None) <b>Electronic Record and Signature Disclosure:</b> Accepted: 12/2/2024 4:37:10 PM ID: 058ac61f-9ab2-4b54-ab2b-528730f3f829	<div style="border: 2px solid blue; padding: 5px; display: inline-block; font-weight: bold; color: blue; font-size: 1.2em;">COPIED</div>	Sent: 12/2/2024 4:37:41 PM Viewed: 12/4/2024 12:57:35 PM
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Witness Events	Signature	Timestamp
----------------	-----------	-----------

Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Envelope Sent	Hashed/Encrypted	12/2/2024 10:08:58 AM
Certified Delivered	Security Checked	12/4/2024 11:39:01 AM
Signing Complete	Security Checked	12/4/2024 11:39:08 AM
Completed	Security Checked	12/4/2024 11:39:08 AM

Payment Events	Status	Timestamps
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Electronic Record and Signature Disclosure
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DocuSign, Inc.  
 221 Main St.,  
 Suite 1000  
 San Francisco, CA 94105

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- ii. send us an e-mail to and in the body of such request you must state your e-mail, full name, US Postal Address, and telephone number. Please reach out to the sender of the envelope if you want to withdraw your consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

**Required hardware and software**

Operating Systems:	Windows® 2000, Windows® XP, Windows Vista®; Mac OS® X
Browsers:	Final release versions of Internet Explorer® 6.0 or above (Windows only); Mozilla Firefox 2.0 or above (Windows and Mac); Safari™ 3.0 or above (Mac only)

PDF Reader:	Acrobat® or similar software may be required to view and print PDF files
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	Allow per session cookies

\*\* These minimum requirements are subject to change. If these requirements change, you will be asked to re-accept the disclosure. Pre-release (e.g. beta) versions of operating systems and browsers are not supported.

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# Coversheet

## Consent - Education Student/Services

**Section:** IX. Consent  
**Item:** B. Consent - Education Student/Services  
**Purpose:**  
**Submitted by:**  
**Related Material:** School-Parent Compact-INT (1).pdf  
REDLINE School-Parent Compact-INT (1).pdf

### BACKGROUND:

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



## School-Parent Compact

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

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

How does the EACS address this?

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

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

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

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

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

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

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

- Parent training and webinars
- Student Success Team meetings
- Parent resources found on the EACS website
- School Site Council, ELAC, and PAC meetings



- Observation of synchronous instruction
- Specially Designed Academic Instruction and Curriculum

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

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

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

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

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

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

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

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

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

Section 1116[f]) in which ways?

- Translation is provided and translators will be available upon request.
- Information is presented in a way that is understandable by parents
- Information is presented visually and verbally, as applicable.



## School-Parent Compact

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

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

How does the EACS address this?

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

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

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

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

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

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

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

- Parent training and webinars
- Student Success Team meetings
- Parent resources found on the EACS website
- School Site Council, ELAC, and PAC meetings

- Observation of synchronous instruction
- Specially Designed Academic Instruction and Curriculum

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

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

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

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

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

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

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

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

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



Section 1116[f]) in which ways?

- Translation is provided and translators will be available upon request.
- Information is presented in a way that is understandable by parents
- Information is presented visually and verbally, as applicable.

# Coversheet

## Consent - Personnel Services

**Section:** IX. Consent  
**Item:** C. Consent - Personnel Services  
**Purpose:**  
**Submitted by:**  
**Related Material:** Director of Education.pdf  
Student Services Coordinator.pdf



**Director of Education**  
*Job Description*

<b>Reports To:</b>	<b>Executive Director</b>
<b>FLSA Status:</b>	Exempt
<b>School Classification:</b>	Classified
<b>Pay Range:</b>	Certificated Admin Salary Schedule
<b>Work Schedule:</b>	12 Months
<b>Location:</b>	Remote Office

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**POSITION SUMMARY:**

*The Director of Education plays a crucial role in bridging the gap between the general education departments, programs and the Executive Administration. This includes distribution of information and implementation of initiatives. The Director of Education will have a Tk-12 holistic view of the school, programs and how each education department works together for the success of our students and school.*

*One key responsibility of the Director of Education is to provide oversight of the general education programs and services offered by the school and analyze efficiencies. This includes acting as an instructional leader monitoring curriculum, instructional methods, and student outcomes to ensure that they meet the school's standards and goals. The Director of Education is also responsible for developing and implementing school policies and procedures; these policies and procedures are put in place to ensure that the school operates in compliance with all relevant regulations and guidelines, as well as to promote efficiency and effectiveness in its operations.*

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Employer Requirements:

- Administrative Credential Required
- Bachelor's Degree Required
- Two (2) years of related experience preferred

State Requirements:

- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations

- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years

## **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES**

### **GENERAL SKILLS:**

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

### **General Administrator Duties:**

- Collaborates with the Executive Director and leadership team on daily operations of the school, policies and overall expectations
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences
- Administrative presence and interaction is required as needed at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable.
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems and contributes to solutions by planning ahead and anticipating outcomes
- Collaborates with members of the leadership team to set professional goals in relationship to their department
- Creates school-wide calendars taking compliance deadlines, ESY and other factors into consideration
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites
- Supports Human Resources in identifying the staffing needs of the school based on the budget and ADA and directs the assignment/duties for instructional personnel
- Supports the Executive Director in identifying trends in instructional funds and completes data analysis and observation on what is most suitable for the school
- Analyzes enrollment data to help determine and predict enrollment trends, support growth and programming initiatives and forecast overall enrollment health and stability
- Attend Board of Directors meetings and participate on assigned committees
- Completes applicable compliance initiatives and requests for annual auditing procedures.
- Assist in monitoring legislative changes and how they affect the school. Facilitate building

- initiatives in response to legislative changes
- Attend legislative related meetings, training and calls as needed in assistance to the Executive Director
- Assists with public records requests effectively and in a timely manner
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department
- Assists the Executive Director in renewal for existing charters and preparation for new charters; updates and writes charter petitions, and attends all authorizer meetings and presentations as needed
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice
- Represents the school when the Executive Director is not present
- Stays current on educational laws and trends that pertain to the school
- Contributes to monthly board updates and monthly newsletters
- Engages educational partners through positive, regular, and focused communication; creates a cadence of accountability and excellence in the school.
- Fosters an inclusive school culture that affirms students and provides educational and social-emotional support.
- Represents the school within charter networks and PLC groups and attends applicable conferences such as: APlus, CCSA and CSDC

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Education Services Department Duties:**

- Analyzes overall health of Tk-12 General Education programs and implements initiatives to improve policies, procedures and programs
- Reviews and approves new general education programs presented by Principals and other leadership stakeholders, makes recommendations and modifications to existing programs, and submits program proposals focusing on school wide initiatives grades Tk-12
- Oversees and supports Virtual Coordinator to ensure Virtual path is running efficiently and effectively: appropriate curriculum is being used, scheduling is appropriate and offering additional training and support to Virtual leadership staff
- Leads data initiatives to oversee management, analysis and evaluation of school and student data in regards to all dashboard metrics and programs
- Frequently analyzes quality and effectiveness of school curriculums, update menus and offer support initiatives to families in curriculum offerings
- Directs and implements parent education and support initiatives and opportunities
- Manages and supports categorical education programs ensuring programs meet all state and federal compliance and runs effectively and efficiently for positive student outcomes
- Identifies, manages and supports initiatives in relationship to applicable school grants
- Strategic guidance and support for difficult parent or student situations if (ongoing)- If escalated past Coordinators and Principals, suggested at guidance for Principal or Coordinator to deliver
- Write or review formal letters, emails, and other sensitive communications
- Policy & handbook development - Excel Academy Parent/Teacher Handbook, School wide calendar
- Acts as the education liaison to the Business Services department ensuring orders places meet compliance and need standards
- Prepares and conducts staff compliance training on the SIS functionality and OPS; prepares



training documents and records staff training videos

- Works in collaboration with Community teams to ensure community engagement events and opportunities are in alignment with education initiatives, offer educational aspects and are capturing schoolwide demographics equally
- Staffing/recruitment - Identifying the need of the general education department, defining the roles and responsibilities, assisting in vetting and interviewing
- Communicate with Authorizing Districts and County Offices of Education as required
- Creates reports for Executive Director, Assistant directors and/or department leads that include data pertaining to student spending tracking, accounting, and other purchasing and community provider
- Facilitates and contributes to general education meetings as applicable and needed, with relevant team members and partners in education
- Reviews and approves contracts, memorandums of understanding, and service agreements within assigned area and within specified amount according to the school's fiscal policies

### Multi Tier **Support Systems**

- Oversees, manages and ensures effective **operation** of school wide state and federal programs including but not limited to:
  - McKinney Vento (Foster/ Homeless) students
  - Oversight of staff completing 504's , organize and ensure efficiency
  - Title 1 and School Site Council
  - Title 3 (EL &ELPAC)
  - Crisis Teams
- Reviews school data in relationship to the programs as listed above and address areas of need
- Develops program initiatives based on data analysis and needs assessment

### **OTHER DUTIES:**

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Represent the school at community events.
- Supports testing sites as needed during the testing season
- Attend professional development

### **ABILITIES:**

- Complies with all Excel Academy Policies and Procedures as outlined in Employee Handbook and all other formal Excel Academy Policy and Procedure documents.
- Travel as required.
- Ability to work overtime as assigned if applicable.

- Proficient in utilizing information databases such as Google, Microsoft Office applications and a variety of web-based applications.

**PHYSICAL AND ENVIRONMENTAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds with or without assistance
- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

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**Employee Acknowledgement:**

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**Student Services Coordinator**  
*Job Description*

<b>Reports To:</b>	<b>Senior Communications Coordinator</b>
<b>FLSA Status:</b>	Exempt
<b>School Classification:</b>	Certificated
<b>Pay Range:</b>	Certificated Admin Salary Schedule
<b>Work Schedule:</b>	12 Months
<b>Location:</b>	Onsite

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**POSITION SUMMARY:**

*The Student Services Coordinator is tasked with overseeing and executing the enrollment process, ensuring that all student applications are thoroughly completed and that necessary documents are submitted in a timely and accurate manner. This role involves proactive communication with families to ensure a smooth enrollment experience and maintaining the integrity of data within our student information system.*

*Additionally, the Student Services Coordinator ensures compliance with regulatory requirements for annual audits and provides leadership, oversight and support to the Registrar and Admissions Support. The Student Services Coordinator will meticulously manage roster assignments, taking into account service area, grade level, and other pertinent factors to ensure appropriate student placement. The manager is also responsible for integrating grade-specific classes and standards into each student's profile in the Student Information System (SIS).*

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Employer Requirements:

- Bachelor's Degree
- Two (2) years of related experience preferred

State Requirements:

- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance

- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years

## **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES**

### **Admissions:**

- Direct supervision and support of the Admissions office this includes the Registrar and Admissions personnel
- Oversees and provides support for application process including: completing student applications, ensuring all records are accurate and complete
- Management and upkeep of the online registration system: distributing tasks, scheduling parent follow up on incomplete applications
- Completes the distribution of students via the roster process
- Understands, organizes and manages students on rosters and how to assign based on service region, grade level and capacity
- Ensures all classes and standards K-12 are added to the student record appropriately; this includes ensuring classes are set up and maintained in the Student Information System
- Collaborates with the Director of Operations & Accountability to analyze enrollment data, identify trends and missed opportunities
- Collaborate with the Community department on data driven student recruitment initiatives
- Oversee HDC compliance for the Admissions Department
- Deliver comprehensive training support and collaboration to the admissions department
- Supervise Admissions personnel in all duties relating to oversee yearly immunization reporting
- Lead admissions initiatives and make decisions when it comes to process and procedural changes with the consult of pertinent team members
- Ensure the Admissions department has an open line of communication with the Sped department when it comes to enrollment, withdrawals, and ToR changes
- Manage policies and procedures related to student records to maximize the integrity of data.
- Train and oversee the Registrars weekly duties pertaining to attendance, student files, and work permits
- Oversees complex and escalated MA issues
- Runs anomaly reports and works with the Senior Compliance Coordinator on correcting anomalies

### **Systems:**

- Oversees the set-up and maintenance of the student information system (SIS) for all scopes, including policies, reporting periods, course catalogs, archiving, RegOnline, etc.
- Ensures student data is being entered properly and works with Compliance teams to ensure data is clean and accurate for reporting purposes
- Acts as a liaison between School Pathways teams and action items in our own system ensuring accountability and time sensitivity of submitted issue tickets
- Assists education and compliance teams in problem solving issues and glitches in School Pathways system in regards to student records and data
- Update and activate MA's and AOR's for following school year
- Create and rollover course and curriculum catalogs from District Oversight to both child scopes (CS and East) for the upcoming year
- Oversees the troubleshooting of SIS issues and ensures that the team works closely with the

School Pathways team to continually improve the system

- Oversees research and consideration of new options for managing student information in order to maximize efficiency, accuracy, and productivity as a school
- Works with Business Services team in any SIS/OPS bridging related needs
- Updates MA and AOR templates yearly in SIS
- Oversees rollover of SIS policies and enrollment each school year
- Oversees the troubleshooting of SIS issues and ensures that the team works closely with the School Pathways team to continually improve the system
- Oversees research and consideration of new options for managing student information in order to maximize efficiency, accuracy, and productivity as a school

### **Attendance:**

- Assist the Senior Compliance Coordinator on correcting CALPADS anomalies during monthly Concurrent Enrollment Calpads Checks
- Collaborates with the admissions team on concurrent enrollment reports that arise throughout the year; notifies the ToR of any adjustments needed on various reports (AWRs, Grid Logs, attendance, funding adjustments); ensures accuracy of student information in School Pathways and online purchasing system (OPS) as well as any supporting documents where enrollment information is required
- Trains administration, support staff and teachers in proper attendance and compliance procedures
- Attend training and professional development with School Pathways and/or other relevant vendors
- Complete transcript uploads and upkeep for all students taking High School level courses
- Communicates attendance policies and expectations with Principals and education team partners

### **OTHER DUTIES:**

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Represent the school at community events.
- Supports testing sites as needed during the testing season
- Attend professional development

### **ABILITIES:**

- Complies with all Excel Academy Policies and Procedures as outlined in Employee Handbook and all other formal Excel Academy Policy and Procedure documents.
- Travel as required.
- Ability to work overtime as assigned if applicable.
- Proficient in utilizing information databases such as Google, Microsoft Office applications and a variety of web-based applications



## **PHYSICAL AND ENVIRONMENTAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds with or without assistance
- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

---

### **Employee Acknowledgement:**

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

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Employee Signature

Printed Name

Date

# Coversheet

## Policy Development

**Section:** IX. Consent  
**Item:** D. Policy Development  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** EACS BUS Consent - Board Policies - December 2024.pdf

**EXCEL ACADEMY CHARTER SCHOOLS**

**Agenda Item:**

**Date:** December 12, 2024

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
X	<b>Policy Development</b>
	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 2024-2025 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.

***1000 Series - Community Relations***

1010 - EA Civility Policy

- A line was added to include guests/representatives of parents/guardians as a part of the audience that the Civility Policy applies to.

***4000 Series - Personnel Services***

4020 - EA Background Check Policy

- Removed “Credit History Check” section as the language opens up the possibility for the school to be sued for discrimination against bankruptcy.

4080 - EA Acceptable Use of Technology Policy

- Added “mobile connectivity devices” to the list of allowable technology for employees to use.
- Added line about mobile connectivity devices to “remain in the designated usage limits of the

device as assigned.”

4085 - EA Payroll Withholdings Policy

- Added line prohibiting “discrimination based on any type of financial or mandatory withholding situation.”

4110 - EA Pregnancy Disability Leave Policy

- Revised disability leave to specify the “two week accrued paid sick leave, if available.”

4165 - EA Employee Driving Policy

- Removed “minimum standards” line regarding automobile insurance
- Removed the automobile insurance coverage requirements

4170/4170E - Injury and Illness Prevention Plan Policy

- Replaced the IIPP with the current Comprehensive Illness, Injury and Safety Plan for consistency

**5000 Series - Student Services**

5010 - EA Educational Records and Student Information Policy

- Verbiage was added to align with AB 699, pertaining to the collection of pupil information and enforcement of immigration laws. Local educational agencies were required to update their board policies consistent with the California Attorney General’s Guidance and Model Policies.

5050 - EA Academic Integrity Policy

- Added line regarding students being asked to submit periodic writing samples through a plagiarism checker
- Removed “high school” verbiage and replaced it with “secondary.”
- Replaced “Google Classroom” with “an approved plagiarism checker” for students to submit papers to
- Added section referencing the Behavioral Improvement Plan (BIP)
- Added “General Non-AI” to “Process for Addressing General Non-AI Incidents of Academic Dishonesty” heading.
- Added “Process for Addressing Incidents of Inappropriate AI Usage” section

**Final Clean Versions of Revised Policies:**

[1010](#)  
[4020](#)  
[4080](#)  
[4085](#)  
[4110](#)  
[4165](#)  
[5010](#)  
[5050](#)  
[4170/4170E](#)

**Redline Versions of Revised Policies:**

[1010](#)  
[4020](#)  
[4080](#)  
[4085](#)  
[4110](#)  
[4165](#)  
[5010](#)  
[5050](#)  
[4170/4170E](#)

**REVIEWED**

The following are current policies that have been reviewed but have not needed any changes.

- |   |  |
|---|--|
| <a href="#">1025</a> - EA Uniform Complaint Policy              | <a href="#">4060</a> - EA Unlawful Harassment, Discrimination, Retaliation |
| <a href="#">1030</a> - EA Safe Operation of Schools Policy      | <a href="#">4065</a> - EA Meal and Rest Period Policy                      |
| <a href="#">1035</a> - EA Access to Public Records Policy       | <a href="#">4070</a> - EA Lactation Accommodation Policy                   |
| <a href="#">4000</a> - EA Concepts & Roles                      | <a href="#">4075</a> - EA Drug, Alcohol, Smoke Free Workplace Policy       |
| <a href="#">4010</a> - EA At-Will Policy                        | <a href="#">4090</a> - EA Cobra Policy                                     |
| <a href="#">4015</a> - EA Equal Employment Opportunity Policy   | <a href="#">4105</a> - EA Paid Sick Leave Policy                           |
| <a href="#">4025</a> - EA TB Testing Policy                     | <a href="#">4115</a> - EA FMLA Policy                                      |
| <a href="#">4030</a> - EA Immigration Compliance Policy         | <a href="#">4125</a> - EA Victims of Crime Policy                          |
| <a href="#">4035</a> -EA Mandated Reporter - Child Abuse Policy | <a href="#">4130</a> - EA Remote Work Policy                               |
| <a href="#">4040</a> - EA Corporal Punishment Policy            | <a href="#">4145</a> - EA Professional Development Reimbursement Policy    |
| <a href="#">4045</a> - EA Professional Boundaries Policy        | <a href="#">4150</a> - EA Mileage Reimbursement Policy                     |
| <a href="#">4050</a> - EA Whistleblower Policy                  | <a href="#">4160</a> - EA Children of Teachers Policy                      |
| <a href="#">4055</a> - Internal Compliant Policy                |  |



## Coversheet

### Approval of Facility Use Agreement Between Helendale School District and Excel Academy Charter School

**Section:** X. Business/Financial Services  
**Item:** A. Approval of Facility Use Agreement Between Helendale School District and Excel Academy Charter School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Excel Facility Use Agreement.pdf

**BACKGROUND:**

Pursuant to the Memorandum of Understanding (MOU) dated 7/1/2024 between Excel Academy Charter School and the Helendale School District, the district has issued this Facilities Use Agreement. The Agreement specifies terms of use and oversight as outlined in Section IX of the MOU.

**RECOMMENDATION:**

It is recommended the Board approve the Facility Use Agreement between the Helendale School District and Excel Academy Charter School as presented.

## **Facility Use Agreement Between Helendale School District and Excel Academy Charter**

This Facility Use Agreement ("Agreement") is entered into between the Helendale School District ("District") and Excel Academy Charter School (Charter School) on January 1, 2025. The District and Charter School agree to the following terms for the use of District facilities for educational purposes.

### **1. Purpose of Agreement**

The purpose of this Agreement is to outline the terms and conditions under which the Charter School may have non-exclusive use of District facilities, consistent with the educational goals and programs as outlined in the Memorandum of Understanding (MOU) between the parties dated 7/1/2024.

### **2. Facility Use**

The Charter School is permitted to use the following District facilities:

- 15350 Riverview Rd, Room # "Office/Resource Room," Helendale, California 92342
  - Term: January 1, 2025 to June 30, 2031

The use of these facilities is for educational purposes, including but not limited to classroom instruction, office space, meetings, and other school-related activities.

### **3. Fee and Rental Value**

In accordance with the MOU, the District agrees to waive any fees associated with the use of the facilities by Excel Academy Charter School. There will be no charge for the use

### **4. Maintenance and Upkeep**

The Charter School agrees to maintain the facilities in good condition during use. The District will be responsible for ensuring that the facilities are clean and ready for use. Any damage beyond normal wear and tear will be the responsibility of the Charter School.

### **5. Insurance and Liability**

In accordance with Section XIV of the MOU between the District and Charter School, the Charter School agrees to provide and maintain comprehensive general liability insurance, with the District named as an additional insured. Certificates of insurance will be provided to the District prior to the use of any facilities.

### **6. Hold Harmless Clause**

The Charter School agrees to indemnify and hold harmless the District, its officers, agents, and employees from any claims, damages, or expenses arising out of the Charter School's use of the facilities, as outlined in the MOU.

### **7. Oversight and Compliance**

The District will retain the right to inspect and oversee the use of its facilities to ensure compliance with this Agreement and the MOU. The Charter School agrees to comply with all District policies and procedures, including safety and security measures, while using the facilities.

**8. Term of Agreement**

The term of this Agreement shall coincide with the existing MOU between the District and Charter School, starting on January 1, 2025 and ending on June 30, 2031 unless otherwise terminated or extended by mutual written consent of both parties.

**9. Termination**

Either party may terminate this Agreement with 90 days' written notice. In the event that the Charter is revoked or not renewed, this Agreement will be automatically terminated, allowing 90 days for removal of the items belonging to the Charter School.

**10. Miscellaneous Provisions**

**Modifications:** Any changes or modifications to this Agreement must be made by mutual consent, in writing, and signed by authorized representatives of both parties.

**Assignment:** This Agreement cannot be assigned to another party without the mutual, written consent of the parties.

**Signatures:**

Helendale School District

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Excel Academy Charter School

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## Coversheet

### Approval of CliftonLarsonAllen (CLA) Draft Annual Audit Report - Year Ended June 30, 2024

**Section:** X. Business/Financial Services  
**Item:** B. Approval of CliftonLarsonAllen (CLA) Draft Annual Audit Report - Year  
Ended June 30, 2024  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** EACS - Draft Audit report.pdf

**BACKGROUND:**

The accountancy firm of CliftonLarsonAllen LLP (CLA) will present information from the 2023-24 audit report. The independent audit is designed to encourage sound fiscal practices, promote efficient and effective use of public funds, and determine the integrity of the financial accounting and reporting systems. The Education Code requires that the independent audit be submitted to the State Controller's Office, federal agencies, and the authorizing school districts. The State Controller's Office reviews each independent audit and approves or disapproves the audit report within three to four months of receipt. The independent audit report for 2023-24 will be filed with the chartering agencies, county office of education, and with the state by December 15, 2024, as required. The general objectives of an audit are to determine whether: (1) The charter's financial statements are presented fairly in accordance with generally accepted accounting principles; (2) there is effective internal control over and proper accounting for revenues, expenditures, assets, and liabilities; (3) state and federal reports and claims for advances or reimbursements contain accurate and reliable financial data and are presented in accordance with the terms of applicable agreements; and (4) state and federal funds are being expended in accordance with the terms of applicable agreements and those provisions of law or regulations that could have a material effect on the financial statements and or on the awards that were tested. Excel Academy Charter Schools' independent audit for the 2023-24 fiscal records indicates a positive financial status and ongoing maintenance and improvement of appropriate internal controls.

**EXCEL ACADEMY CHARTER SCHOOLS**

**FINANCIAL STATEMENTS  
AND SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2024**

Operated by:

**Excel Academy Charter School – Helendale – Charter #2073  
Excel Academy Charter School – Warner – Charter #2053**

Draft - For Discussion Only



**EXCEL ACADEMY CHARTER SCHOOLS  
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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Excel Academy Charter Schools  
Irvine, California

### Report on the Audit of the Financial Statements

#### **Opinion**

We have audited the accompanying financial statements of Excel Academy Charter Schools (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Basis for Opinion**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of Excel Academy Charter Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Board of Directors  
Excel Academy Charter Schools

### ***Auditors' Responsibility for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors  
Excel Academy Charter Schools

### **Supplementary Information**

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The Excel - Helendale, Excel - Warner, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### **Other Reporting Required by Government Auditing Standards**

In accordance with Government Auditing Standards, we have also issued a report dated REPORT DATE on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

### **Other Information**

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

## **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

**EXCEL ACADEMY CHARTER SCHOOLS  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2024**

<b>ASSETS</b>	Excel - Helendale	Excel - Warner	Total
<b>CURRENT ASSETS</b>			
Cash and Cash Equivalents	\$ 3,230,638	\$ 4,071,046	\$ 7,301,684
Certificates of Deposits	-	3,065,232	3,065,232
Accounts Receivable	1,149,316	676,004	1,825,320
Prepaid Expenses and Other Assets	66,149	107,164	173,313
Total Current Assets	<u>4,446,103</u>	<u>7,919,446</u>	<u>12,365,549</u>
<b>LONG-TERM ASSETS</b>			
Operating Right-of-Use Asset	44,147	89,634	133,781
Total Long-Term Assets	<u>44,147</u>	<u>89,634</u>	<u>133,781</u>
Total Assets	<u><u>4,490,250</u></u>	<u><u>8,009,080</u></u>	<u><u>12,499,330</u></u>
<b>LIABILITIES AND NET ASSETS</b>			
<b>CURRENT LIABILITIES</b>			
Accounts Payable and Accrued Liabilities	\$ 245,432	\$ 289,779	\$ 535,211
Deferred Revenue	783,342	1,364,646	2,147,988
Lease Liability - Operating, Current	13,835	28,091	41,926
Total Current Liabilities	<u>1,042,609</u>	<u>1,682,516</u>	<u>2,725,125</u>
<b>LONG-TERM LIABILITIES</b>			
Lease Liability - Operating, Net	30,737	62,405	93,142
Total Long-Term Liabilities	<u>30,737</u>	<u>62,405</u>	<u>93,142</u>
Total Liabilities	1,073,346	1,744,921	2,818,267
<b>NET ASSETS</b>			
Without Donor Restrictions	3,416,904	6,264,159	9,681,063
Total Net Assets	<u>3,416,904</u>	<u>6,264,159</u>	<u>9,681,063</u>
Total Liabilities and Net Assets	<u><u>\$ 4,490,250</u></u>	<u><u>\$ 8,009,080</u></u>	<u><u>\$ 12,499,330</u></u>

See accompanying Notes to Financial Statements.



**EXCEL ACADEMY CHARTER SCHOOLS  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2024**

	Without Donor Restrictions		
	Excel - Helendale	Excel - Warner	Total
<b>REVENUES</b>			
State Revenue:			
State Aid	\$ 7,178,069	\$ 10,837,375	\$ 18,015,444
Other State Revenue	946,507	1,780,583	2,727,090
Federal Revenue:			
Grants and Entitlements	336,643	590,759	927,402
Local Revenue:			
In-Lieu Property Tax Revenue	124,172	752,354	876,526
Investment Income	-	211,852	211,852
Realized Gains on Certificates of Deposit	-	65,232	65,232
Other Revenue	1,858	8,271	10,129
Total Revenues	<u>8,587,249</u>	<u>14,246,426</u>	<u>22,833,675</u>
<b>EXPENSES</b>			
Program Services	7,258,445	11,318,102	18,576,547
Management and General	573,413	809,950	1,383,363
Total Expenses	<u>7,831,858</u>	<u>12,128,052</u>	<u>19,959,910</u>
<b>CHANGE IN NET ASSETS</b>	755,391	2,118,374	2,873,765
Net Assets - Beginning of Year	<u>2,661,513</u>	<u>4,145,785</u>	<u>6,807,298</u>
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 3,416,904</u>	<u>\$ 6,264,159</u>	<u>\$ 9,681,063</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2024**

	Excel - Helendale	Excel - Warner	Total
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Change in Net Assets	\$ 755,391	\$ 2,118,374	\$ 2,873,765
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:			
Realized Gains on Certificates in Deposits	-	(65,232)	(65,232)
(Increase) Decrease in Assets:			
Accounts Receivable	(128,990)	364,292	235,302
Prepaid Expenses and Other Assets	(14,702)	(6,421)	(21,123)
Operating Right-of-Use Asset	(3,548)	(7,206)	(10,754)
Increase (Decrease) in Liabilities:			
Accounts Payable and Accrued Liabilities	(343,192)	(247,159)	(590,351)
Deferred Revenue	51,165	242,367	293,532
Lease Liability - Operating	3,188	6,473	9,661
Net Cash Provided by Operating Activities	<u>319,312</u>	<u>2,405,488</u>	<u>2,724,800</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Purchases of Certificates of Deposits	-	(3,000,000)	(3,000,000)
Net Cash Used by Investing Activities	<u>-</u>	<u>(3,000,000)</u>	<u>(3,000,000)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Repayments of Debt	-	(62,494)	(62,494)
Net Cash Used by Financing Activities	<u>-</u>	<u>(62,494)</u>	<u>(62,494)</u>
<b>CHANGE IN CASH AND CASH EQUIVALENTS</b>	319,312	(657,006)	(337,694)
Cash and Cash Equivalents - Beginning of Year	<u>2,911,326</u>	<u>4,728,052</u>	<u>7,639,378</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u><u>\$ 3,230,638</u></u>	<u><u>\$ 4,071,046</u></u>	<u><u>\$ 7,301,684</u></u>
<b>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</b>			
Cash Paid for Interest	<u>\$ 32</u>	<u>\$ 1,054</u>	<u>\$ 1,086</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2024**

	Excel - Helendale		
	Program Services	Management and General	Total
Salaries and Wages	\$ 4,008,244	\$ 297,243	\$ 4,305,487
Pension Expense	592,476	1,502	593,978
Other Employee Benefits	427,337	48,967	476,304
Payroll Taxes	76,377	21,374	97,751
Management Fees	-	72,119	72,119
Legal Expenses	24,764	-	24,764
Accounting Expenses	22,498	-	22,498
Instructional Materials	814,065	-	814,065
Other Fees for Services	866,680	22,053	888,733
Advertising and Promotion Expenses	7,960	-	7,960
Office Expenses	-	35,995	35,995
Information Technology Expenses	89,074	-	89,074
Occupancy Expenses	7,349	31,627	38,976
Travel Expenses	33,612	10,962	44,574
Interest Expense	32	-	32
Insurance Expense	-	26,455	26,455
Other Expenses	287,977	5,116	293,093
	<u>\$ 7,258,445</u>	<u>\$ 573,413</u>	<u>\$ 7,831,858</u>
Total Expenses by Function			
	<u>\$ 7,258,445</u>	<u>\$ 573,413</u>	<u>\$ 7,831,858</u>
	Excel - Warner		
	Program Services	Management and General	Total
Salaries and Wages	\$ 5,939,997	\$ 442,735	\$ 6,382,732
Pension Expense	962,441	-	962,441
Other Employee Benefits	744,205	90,488	834,693
Payroll Taxes	114,460	32,436	146,896
Management Fees	-	105,536	105,536
Legal Expenses	27,900	-	27,900
Accounting Expenses	38,310	-	38,310
Instructional Materials	1,230,961	333	1,231,294
Other Fees for Services	1,653,529	-	1,653,529
Advertising and Promotion Expenses	14,209	-	14,209
Office Expenses	61,240	-	61,240
Information Technology Expenses	162,135	-	162,135
Occupancy Expenses	-	68,078	68,078
Travel Expenses	58,800	20,005	78,805
Interest Expense	1,054	-	1,054
Insurance Expense	-	50,339	50,339
Other Expenses	308,861	-	308,861
	<u>\$ 11,318,102</u>	<u>\$ 809,950</u>	<u>\$ 12,128,052</u>
Total Expenses by Function			
	<u>\$ 11,318,102</u>	<u>\$ 809,950</u>	<u>\$ 12,128,052</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS  
STATEMENT OF FUNCTIONAL EXPENSES (CONTINUED)  
YEAR ENDED JUNE 30, 2024**

	Total		
	Program Services	Management and General	Total
Salaries and Wages	\$ 9,948,241	\$ 739,978	\$ 10,688,219
Pension Expense	1,554,917	1,502	1,556,419
Other Employee Benefits	1,171,542	139,455	1,310,997
Payroll Taxes	190,837	53,810	244,647
Management Fees	-	177,655	177,655
Legal Expenses	52,664	-	52,664
Accounting Expenses	60,808	-	60,808
Instructional Materials	2,045,026	333	2,045,359
Other Fees for Services	2,520,209	22,053	2,542,262
Advertising and Promotion Expenses	22,169	-	22,169
Office Expenses	61,240	35,995	97,235
Information Technology Expenses	251,209	-	251,209
Occupancy Expenses	7,349	99,705	107,054
Travel Expenses	92,412	30,967	123,379
Interest Expense	1,086	-	1,086
Insurance Expense	-	76,794	76,794
Other Expenses	596,838	5,116	601,954
	<u>\$ 18,576,547</u>	<u>\$ 1,383,363</u>	<u>\$ 19,959,910</u>
Total Expenses by Function	<u>\$ 18,576,547</u>	<u>\$ 1,383,363</u>	<u>\$ 19,959,910</u>

See accompanying Notes to Financial Statements.

**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

Excel Academy Charter Schools (the School) consists of two charter schools and is part of a nonprofit benefit corporation under the laws of the state of California. As of June 30, 2024, the School operated the following charter schools:

- Excel Academy Charter School – Helendale
- Excel Academy Charter School – Warner

**Basis of Accounting**

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

**Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

**Functional Allocation of Expenses**

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, and office expenses, which are allocated on the basis of estimates of time and effort.

**Cash and Cash Equivalents**

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.



**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Net Asset Classes**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

**Accounts Receivables**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2024. Management believes that all receivables are fully collectible, therefore, no provisions for uncollectible accounts were recorded.

**Revenue Recognition**

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the \$2,164,282 of which \$2,147,988 is recognized as deferred revenue in the statement of financial position.

**Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

**Income Taxes**

The School is part of a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files and exempt school return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

**Leases**

The School leases facilities and equipment. The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the School uses its incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option.

**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Leases (Continued)**

The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the School has elected to use an incremental borrowing rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

**Subsequent Events**

The School has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$12,192,236.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 3 CONCENTRATION OF CREDIT RISK**

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq.

The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2024, as provided by the pool sponsor was \$2,525,063.

**NOTE 4 CERTIFICATES OF DEPOSIT AND FAIR VALUE MEASUREMENTS**

Certificates of deposit are stated at fair value and are measured on a recurring basis. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Investment income or loss (including realized gains and losses on investments, interest, and dividends) is included in unrestricted revenues support unless the income or loss is restricted by donor or law.

GAAP establishes a fair value hierarchy requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value.

GAAP describes three levels of inputs that may be used to measure fair value:

*Level 1* – Quoted prices in an active market for identical assets. The School had no Level 1 investments at June 30, 2024.

*Level 2* – Quoted prices for similar assets and market-corroborated inputs.

*Level 3* – The Foundation's own assumptions about market participation, including unobservable assumptions about risk, developed based on the best information available in the circumstances. The School had no Level 3 investments at June 30, 2024.

**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 4 CERTIFICATES OF DEPOSIT AND FAIR VALUE MEASUREMENTS (CONTINUED)**

Investments held at June 30, 2024 consist of Level 2 in accordance to the fair value measurement. Investments and investment earnings at June 30, 2024 consist of the following:

	<u>Level 2</u>
Certificates of Deposit	<u>\$ 3,065,232</u>
Realized Gains from Certificates of Deposit	<u>\$ 65,232</u>

**NOTE 5 OPERATING LEASES – ASC 842**

The School leases equipment as well as certain office facilities for various terms under long-term, noncancelable lease agreements. The leases expire at various dates through January 2028. The expected amount payable under the residual guarantees is estimated to be \$135,068 at June 30, 2024. Certain facility leases provide for increases in future minimum annual rental payments based on defined increases in the Consumer Price Index, subject to certain minimum increases. Additionally, the agreements generally require the School to pay real estate taxes, insurance, and repairs. Some lease agreements also require the School to comply with certain covenants and to maintain certain financial ratios. As of June 30, 2024, the School believes it was in compliance with all ratios and covenants.

The following table provides quantitative information concerning the School's lease for the year ended June 30, 2024:

Lease Costs:	
Operating Lease Cost	\$ 79,347
Other Information:	
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:	
Operating Cash Flows from Operating Leases	\$ 80,440
Right-of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	\$ 87,581
Weighted-Average Remaining Lease Term - Operating Leases	3.4 Years
Weighted-Average Discount Rate - Operating Leases	4.66%



**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 8 OPERATING LEASES – ASC 842 (CONTINUED)**

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2024, is as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2025	\$ 28,541
2026	47,250
2027	48,630
2028	<u>20,695</u>
Total Lease Payments	145,116
Less: Interest	<u>(10,048)</u>
Present Value of Lease Liabilities	<u>\$ 135,068</u>

**NOTE 6 LOANS PAYABLE**

**California Department of Education Loan**

The School received a revolving loan from the California Department of Education (CDE) of \$250,000. The loan requires annual principal payments of \$62,500 and has a term of four years. The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from the School's apportionment. The loan was paid in full during the year ended June 30, 2024.

**NOTE 7 EMPLOYEE RETIREMENT**

**Multiemployer Defined Benefit Pension Plans**

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. The risks of participating in this multiemployer defined benefit pension plan are different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)**

**State Teachers' Retirement System (STRS)**

**Plan Description**

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2023 total STRS plan net assets are \$316.9 billion, the total actuarial present value of accumulated plan benefits is \$455 billion, contributions from all employers totaled \$7.738 billion, and the plan is 75.9% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and [www.calstrs.com](http://www.calstrs.com).

**Funding Policy**

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2024 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2022	\$ 1,314,633	100 %
2023	1,553,033	100
2024	1,556,419	100

**NOTE 8 CONTINGENCIES, RISKS, AND UNCERTAINTIES**

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

**SUPPLEMENTARY INFORMATION**

Draft - For Discussion Only

**EXCEL ACADEMY CHARTER SCHOOLS  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2024**

	Required Instructional Days	Traditional Calendar Days	Status
Excel - Helendale			
Grade K	175	175	In compliance
Grade 1	175	175	In compliance
Grade 2	175	175	In compliance
Grade 3	175	175	In compliance
Grade 4	175	175	In compliance
Grade 5	175	175	In compliance
Grade 6	175	175	In compliance
Grade 7	175	175	In compliance
Grade 8	175	175	In compliance
Grade 9	175	175	In compliance
Grade 10	175	175	In compliance
Grade 11	175	175	In compliance
Grade 12	175	175	In compliance
Excel - Warner			
Grade K	175	175	In compliance
Grade 1	175	175	In compliance
Grade 2	175	175	In compliance
Grade 3	175	175	In compliance
Grade 4	175	175	In compliance
Grade 5	175	175	In compliance
Grade 6	175	175	In compliance
Grade 7	175	175	In compliance
Grade 8	175	175	In compliance
Grade 9	175	175	In compliance
Grade 10	175	175	In compliance
Grade 11	175	175	In compliance
Grade 12	175	175	In compliance

Draft - For Discussion Only

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**EXCEL ACADEMY CHARTER SCHOOLS  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2024**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Excel - Helendale				
Grades K-3	-	244.91	-	245.47
Grades 4-6	-	160.40	-	162.17
Grades 7-8	-	94.34	-	94.21
Grades 9-12	-	108.20	-	109.42
ADA Totals	-	607.85	-	611.27
Excel - Warner				
Grades K-3	-	388.29	-	386.65
Grades 4-6	-	255.51	-	255.81
Grades 7-8	-	140.53	-	141.61
Grades 9-12	-	195.34	-	195.03
ADA Totals	-	979.67	-	979.10

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See accompanying Independent Auditors' Report and the Notes to Supplementary Information.



**EXCEL ACADEMY CHARTER SCHOOLS  
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH  
AUDITED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2024**

	<u>Excel - Helendale</u>	<u>Excel - Warner</u>
June 30, 2024 Annual Financial Fund Balances (Net Assets)	\$ 3,431,778	\$ 6,283,229
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Cash and Cash Equivalents	(34,084)	(3,031,148)
Certificates of Deposits	-	3,065,232
Accounts Receivable	-	(9,326)
Accounts Payable and Accrued Liabilities	112,777	137,010
Deferred Revenue	(93,567)	(180,838)
Net Adjustments and Reclassifications	<u>(14,874)</u>	<u>(19,070)</u>
June 30, 2024 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 3,416,904</u>	<u>\$ 6,264,159</u>

Draft - For Discussion Only

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**EXCEL ACADEMY CHARTER SCHOOLS  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2024**

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Excel - Helendale	Excel - Warner	Federal Expenditures Total
<b>U.S. Department of Education</b>						
Pass-Through Programs From California Department of Education:						
Every Child Succeeds Act:						
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329		\$ 84,801	\$ 130,014	\$ 214,815
Title II, Part A, Improving Teacher Quality	84.367	14341		14,736	23,485	38,221
Title IV, Part A, Student Support & Academic Enrichment	84.424	N/A		20,000	20,311	40,311
Special Education Cluster: IDEA Basic Local						
Assistance Entitlement, Part B, Section 611	84.027	13379		93,852	182,545	276,397
Total Special Education Cluster				<u>93,852</u>	<u>182,545</u>	<u>276,397</u>
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):						
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	50,000	60,000	110,000
Expanded Learning Opportunities (ELO) Grant: ESSER III						
State Reserve, Emergency Needs	84.425U	15620	COVID-19	26,894	64,029	90,923
Expanded Learning Opportunities (ELO) Grant: ESSER III						
State Reserve, Learning Loss	84.425U	15621	COVID-19	46,360	110,375	156,735
Total Coronavirus Aid, Relief, and Economic Security Act (CARES Act)				<u>123,254</u>	<u>234,404</u>	<u>357,658</u>
Total U.S. Department of Education				<u>336,643</u>	<u>590,759</u>	<u>927,402</u>
Total Expenditures of Federal Awards				<u>\$ 336,643</u>	<u>\$ 590,759</u>	<u>\$ 927,402</u>

N/A - Not Applicable and/or Not Available.

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**EXCEL ACADEMY CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2024**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

This Schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This Schedule provides information regarding the attendance of students at various grade levels.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

This Schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the School.

**NOTE 5 INDIRECT COST RATE**

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

**OTHER INFORMATION**

Draft - For Discussion Only

**EXCEL ACADEMY CHARTER SCHOOLS  
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
 YEAR ENDED JUNE 30, 2024**

Excel Academy Charter Schools (the School) consists of two charter schools and is part of a nonprofit benefit corporation under the laws of the state of California. As of June 30, 2024, the School operated the following charter schools:

- Excel Academy Charter School – Helendale
- Excel Academy Charter School – Warner

Excel Academy Charter School - Helendale was established in 2019 when it was granted its charter through Helendale Elementary School District (HESD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 2073.

Excel Academy Charter School - Warner was established in 2019, when it was granted its charter through Warner Unified School District (WUSD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 2053.

The Board of Directors and the Administrators as of the year ended June 30, 2024 were as follows:

**Excel Academy Charter Schools - BOARD OF DIRECTORS**

<b>Member</b>	<b>Office</b>	<b>Term Expires</b>
William Hall	President	September 28, 2025
Michael Humphrey	Vice President	September 28, 2025
Steve Fraire	Clerk	September 28, 2025
Susan Houle	Member	September 28, 2025
Larry Alvarado	Member	November 12, 2025

**ADMINISTRATORS**

Heidi Gasca	Executive Director
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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
Excel Academy Charter Schools  
Irvine, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Excel Academy Charter Schools (the School), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.



Board of Directors  
Excel Academy Charter Schools

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

Draft - For Discussion Only

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR  
FEDERAL PROGRAM, AND REPORT ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors  
Excel Academy Charter Schools  
Irvine, California

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited Excel Academy Charter Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Excel Academy Charter Schools' major federal programs for the year ended June 30, 2024. Excel Academy Charter Schools' major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Excel Academy Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Excel Academy Charter Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Excel Academy Charter Schools' compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Excel Academy Charter Schools' federal programs.

Board of Directors  
Excel Academy Charter Schools

### ***Auditors' Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Excel Academy Charter Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Excel Academy Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Excel Academy Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Excel Academy Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Excel Academy Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors  
Excel Academy Charter Schools

### **Report on Internal Control Over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the *Auditors' Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

**CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors  
Excel Academy Charter Schools  
Irvine, California

### **Report on Compliance**

#### **Opinion on State Compliance**

We have audited Excel Academy Charter Schools' (the School) compliance with the types of compliance requirements applicable to the School described in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2024. The School's applicable state compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2024..

#### **Basis for Opinion**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

#### **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Board of Directors  
Excel Academy Charter Schools

### **Auditors' Responsibility for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.



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**Compliance Requirements Tested**

In connection with the audit referred to above, we selected and tested transactions and records to determine the School’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable <sup>1</sup>
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable <sup>2</sup>
Immunizations	Not Applicable <sup>3</sup>
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable <sup>4</sup>
Expanded Learning Opportunities Program	Not Applicable <sup>5</sup>
Transitional Kindergarten	Not Applicable <sup>6</sup>
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable <sup>7</sup>
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable <sup>8</sup>
Charter School Facility Grant Program	Not Applicable <sup>9</sup>

Not Applicable<sup>1</sup>: The School did not operate an after or before school program component of this grant.

Not Applicable<sup>2</sup> The School did not report ADA pursuant to Education Code section 51749.5.

Not Applicable<sup>3</sup>: The School did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable<sup>4</sup>: The School did not receive a CTEIG allocation for the audit year.

Not Applicable<sup>5</sup> - The School did not receive Expanded Learning Opportunities Program funds, pursuant to ED Section 46120.

Not Applicable<sup>6</sup>: The School did not report ADA for the audit year for transitional kindergarten.

Not Applicable<sup>7</sup>: The School operates a 100% nonclassroom-based instruction (independent study).

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Not Applicable<sup>8</sup>: The School operates a 100% Independent Study program and does not operate a full time Classroom based.

Not Applicable<sup>9</sup>: The School did not receive Charter School Facility Grant Program funding for the year audited.

### **Report on Internal Control over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

### **CliftonLarsonAllen LLP**

Glendora, California  
REPORT DATE

**EXCEL ACADEMY CHARTER SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2024**

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**Section I – Summary of Auditors’ Results**

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**Financial Statements**

- 1. Type of auditors’ report issued: Unmodified
  
- 2. Internal control over financial reporting:
  - Material weakness(es) identified? \_\_\_\_\_ yes  no
  - Significant deficiency(ies) identified? \_\_\_\_\_ yes  none reported
  
- 3. Noncompliance material to financial statements noted? \_\_\_\_\_ yes  no

**Federal Awards**

- 1. Internal control over major federal programs:
  - Material weakness(es) identified? \_\_\_\_\_ yes  no
  - Significant deficiency(ies) identified? \_\_\_\_\_ yes  none reported
  
- 2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
  
- 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? \_\_\_\_\_ yes  no

**Identification of Major Federal Programs**

**Assistance Listing Number(s)**

84.425U

**Name of Federal Program or Cluster**

Elementary and Secondary School Emergency Relief III (ESSER III) Fund,  
Expanded Learning Opportunities (ELO) Grant:  
ESSER III State Reserve, Emergency Needs &  
Expanded Learning Opportunities (ELO) Grant:  
ESSER III State Reserve, Learning Loss

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

yes  no

**EXCEL ACADEMY CHARTER SCHOOLS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2024**

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***Section I – Summary of Auditors’ Results (Continued)***

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All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

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***Section II – Financial Statement Findings***

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Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

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***Section III – Findings and Questioned Costs – Major Federal Programs***

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Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

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***Findings and Questioned Costs – State Compliance***

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There were no findings or questioned costs related to state awards for June 30, 2024.

**EXCEL ACADEMY CHARTER SCHOOLS  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2024**

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

Draft - For Discussion Only

# Coversheet

## Approval of 2024-2025 EACS First Interim Financial Report

**Section:** X. Business/Financial Services  
**Item:** C. Approval of 2024-2025 EACS First Interim Financial Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** WARNER FY24-25 FIB .pdf  
HELENDALE FY24-25 FIB .pdf  
COMBINED BUDGET - FY25 FIB.pdf  
24.12.12 FIB Presentation.pptx (1).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 and the California Department of Education. 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 First Interim reporting period on October 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 a charter is certified as positive, qualified, or negative. A positive certification means the district will meet its current year and two subsequent years' financial obligations. A qualified certification means the district may not meet its current or two subsequent years' financial obligations. A negative certification identifies 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 2024-25 First Interim is being presented for your approval with a positive certification.

### RECOMMENDATION:

It is recommended that the Board of Directors certify and approve the positive financial status shown in the School's Certification of First Interim Report for the Fiscal Year 2024-25, as presented.



Description - Warner	FY2024-25 Warner Unrestricted	FY2024-25 Warner Restricted	FY2024-25 Warner Combined	FY2025-26 Warner Unrestricted	FY2025-26 Warner Restricted	FY2025-26 Warner Combined	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined
Average Daily Attendance (P-2 Projected)			1,050.54			1,061.05			1,071.66
COLA			1.07%%			0.00%			0.00%
<b>REVENUES:</b>									
<b>General Purpose Entitlement</b>									
8011 General Purpose Block Grant	11,723,097	0	11,723,097	11,841,310	0	11,841,310	11,934,463	0	11,934,463
8012 Education Protection Account	210,108	0	210,108	212,209	0	212,209	214,331	0	214,331
8096 Funding in Lieu of Property Taxes	751,995	0	751,995	751,995	0	751,995	751,995	0	751,995
<b>TTL General Purpose Entitlement</b>	<b>12,685,200</b>	<b>0</b>	<b>12,685,200</b>	<b>12,805,514</b>	<b>0</b>	<b>12,805,514</b>	<b>12,900,789</b>	<b>0</b>	<b>12,900,789</b>
<b>Federal Revenue</b>									
8181 Federal IDEA SpEd Revenue	0	176,996	176,996	0	178,341	178,341	0	180,125	180,125
8290 Other Federal Revenue	0	163,257	163,257	0	164,498	164,498	0	166,143	166,143
<b>TTL Federal Revenue</b>	<b>0</b>	<b>340,253</b>	<b>340,253</b>	<b>0</b>	<b>342,839</b>	<b>342,839</b>	<b>0</b>	<b>346,267</b>	<b>346,267</b>
<b>Other State Revenue</b>									
8311 AB602 State SpEd Revenue	0	1,027,382	1,027,382	0	1,035,190	1,035,190	0	1,045,542	1,045,542
8550 Mandated Cost Reimbursements	31,828	0	31,828	32,070	0	32,070	32,391	0	32,391
8560 State Lottery Revenue	183,376	301,257	484,633	184,770	303,547	488,316	186,617	306,582	493,199
8590 Other State Revenue	0	684,500	684,500	0	689,702	689,702	0	696,599	696,599
<b>TTL Other State Revenue</b>	<b>215,204</b>	<b>2,013,139</b>	<b>2,228,343</b>	<b>216,840</b>	<b>2,028,439</b>	<b>2,245,278</b>	<b>219,008</b>	<b>2,048,723</b>	<b>2,267,731</b>
<b>Other Local Revenue</b>									
8660 Interest Income	124,000	0	124,000	124,942	0	124,942	126,192	0	126,192
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-374,292	374,292	0	-378,035	378,035	0	-381,815	381,815	0
<b>TTL Other Local Revenue</b>	<b>-250,292</b>	<b>374,292</b>	<b>124,000</b>	<b>-253,093</b>	<b>378,035</b>	<b>124,942</b>	<b>-255,623</b>	<b>381,815</b>	<b>126,192</b>
<b>TTL REVENUES</b>	<b>12,650,112</b>	<b>2,727,684</b>	<b>15,377,796</b>	<b>12,769,261</b>	<b>2,749,313</b>	<b>15,518,574</b>	<b>12,864,174</b>	<b>2,776,806</b>	<b>15,640,979</b>
<b>EXPENDITURES:</b>									
<b>1000 - Certificated Salaries</b>									
1100 Teacher Compensation	3,652,742	521,871	4,174,613	3,652,742	521,871	4,174,613	3,652,742	521,871	4,174,613
1200 Student Support	231,172	335,519	566,691	231,172	335,519	566,691	231,172	335,519	566,691
1300 Certificated Administrators	759,716	320,014	1,079,730	759,716	320,014	1,079,730	759,716	320,014	1,079,730
1900 Other Certificated Salaries	111,998	0	111,998	111,998	0	111,998	111,998	0	111,998
<b>TTL Certificated Salaries</b>	<b>4,755,629</b>	<b>1,177,404</b>	<b>5,933,032</b>	<b>4,755,629</b>	<b>1,177,404</b>	<b>5,933,032</b>	<b>4,755,629</b>	<b>1,177,404</b>	<b>5,933,032</b>
<b>2000 - Non - Certificated Salaries</b>									
2100 Instructional Aides	0	117,026	117,026	0	117,026	117,026	0	117,026	117,026
2300 Classified Administrators	405,062	0	405,062	405,062	0	405,062	405,062	0	405,062
2400 Clerical & Technical Staff	425,959	43,097	469,056	425,959	43,097	469,056	425,959	43,097	469,056
<b>TTL Non - Certificated Salaries</b>	<b>831,021</b>	<b>160,123</b>	<b>991,144</b>	<b>831,021</b>	<b>160,123</b>	<b>991,144</b>	<b>831,021</b>	<b>160,123</b>	<b>991,144</b>
<b>3000 - Employee Benefits</b>									
3101 STRS Certificated	654,338	477,391	1,131,729	654,338	477,391	1,131,729	654,338	477,391	1,131,729
3300 OASDI/Medicare	134,527	29,810	164,337	134,527	29,810	164,337	134,527	29,810	164,337
3400 Health and Welfare	682,682	154,752	837,434	682,682	154,752	837,434	682,682	154,752	837,434
3500 Unemployment Insurance	12,892	2,342	15,234	12,892	2,342	15,234	12,892	2,342	15,234

3600 Workers' Comp Certificated	21,993	5,260	27,253	21,993	5,260	27,253	21,993	5,260	27,253
3901 Other Benefits	111,829	34,930	146,759	111,829	34,930	146,759	111,829	34,930	146,759
<b>TTL Employee Benefits</b>	<b>1,618,261</b>	<b>704,484</b>	<b>2,322,745</b>	<b>1,618,261</b>	<b>704,484</b>	<b>2,322,745</b>	<b>1,618,261</b>	<b>704,484</b>	<b>2,322,745</b>
<b>4000 - Books/Supplies/Materials</b>									
4100 Textbooks & Core Curriculum	1,075,433	31,421	1,106,854	1,086,188	31,735	1,117,923	1,097,050	32,053	1,129,102
4300 Materials & Supplies	28,381	5,503	33,883	28,664	5,558	34,222	28,951	5,613	34,564
4310 Instructional Materials	1,024,780	70,069	1,094,849	1,035,028	70,770	1,105,798	1,045,378	71,478	1,116,856
4320 Office Supplies	0	0	0	0	0	0	0	0	0
4330 Meals & Events	310	0	310	313	0	313	316	0	316
4350 Other Supplies - Materials & Supplies	0	10,540	10,540	0	10,645	10,645	0	10,752	10,752
4400 Non - Capitalized Equipment - Staff	0	0	0	0	0	0	0	0	0
<b>TTL Books/Supplies/Materials</b>	<b>2,128,904</b>	<b>117,533</b>	<b>2,246,437</b>	<b>2,150,193</b>	<b>118,708</b>	<b>2,268,901</b>	<b>2,171,695</b>	<b>119,895</b>	<b>2,291,590</b>
<b>5000 - Services &amp; Operations</b>									
5100 Subagreements For Services	0	0	0	0	0	0	0	0	0
5200 Travel & Conferences	32,523	38,440	70,963	32,849	38,824	71,673	33,177	39,213	72,390
5210 Mileage Reimbursements	0	12,090	12,090	0	12,211	12,211	0	12,333	12,333
5300 Dues & Memberships	7,490	35,340	42,830	7,564	35,693	43,258	7,640	36,050	43,690
5400 Insurance	80,002	0	80,002	80,802	0	80,802	81,610	0	81,610
5610 Facility Rents & Leases	68,565	0	68,565	69,250	0	69,250	69,943	0	69,943
5800 Professional Services - Non - instructional	63,564	2,170	65,734	64,200	2,192	66,392	64,842	2,214	67,056
5810 Legal	217,000	0	217,000	219,170	0	219,170	221,362	0	221,362
5820 Audit & CPA	19,014	0	19,014	19,204	0	19,204	19,396	0	19,396
5830 Non-Instructional Software Licenses/Fees	208,320	0	208,320	210,403	0	210,403	212,507	0	212,507
5840 Advertising & Recruitment	70,184	0	70,184	70,886	0	70,886	71,595	0	71,595
5841 Community Marketing	22,940	0	22,940	23,169	0	23,169	23,401	0	23,401
5850 Oversight Fees	219,507	0	219,507	221,702	0	221,702	223,919	0	223,919
5870 Live Scan Finger printing	248	0	248	250	0	250	253	0	253
5878 Testing & Assessments	28,756	620	29,376	29,043	626	29,669	29,334	632	29,966
5880 Instructional Vendors & Consultants	1,874,601	0	1,874,601	1,893,347	0	1,893,347	1,912,280	0	1,912,280
5890 Misc Other Outside Services	6,510	1,240	7,750	6,575	1,252	7,828	6,641	1,265	7,906
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	181,691	14,725	196,416	183,508	14,872	198,380	185,343	15,021	200,364
<b>TTL Services &amp; Operations</b>	<b>3,100,915</b>	<b>104,625</b>	<b>3,205,540</b>	<b>3,131,924</b>	<b>105,671</b>	<b>3,237,596</b>	<b>3,163,244</b>	<b>106,728</b>	<b>3,269,971</b>
<b>7438 Interest on Debt</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TTL EXPENDITURES</b>	<b>12,434,730</b>	<b>2,264,168</b>	<b>14,698,899</b>	<b>12,487,029</b>	<b>2,266,390</b>	<b>14,753,418</b>	<b>12,539,850</b>	<b>2,268,634</b>	<b>14,808,483</b>
<b>Description</b>	<b>FY2024-25 Warner Unrestricted</b>	<b>FY2024-25 Warner Restricted</b>	<b>FY2024-25 Warner Combined</b>	<b>FY2025-26 Warner Unrestricted</b>	<b>FY2025-26 Warner Restricted</b>	<b>FY2025-26 Warner Combined</b>	<b>FY2026-27 Warner Unrestricted</b>	<b>FY2026-27 Warner Restricted</b>	<b>FY2026-27 Warner Combined</b>
Revenues less Expenditures (Net Revenues)	215,382	463,516	678,897	282,233	482,923	765,155	324,324	508,172	832,496
Beginning Fund Balance-Unaudited Actuals	6,264,159	0	6,264,159	6,479,541	463,516	6,943,056	6,761,773	946,439	7,708,212
ENDING BALANCE	6,479,541	463,516	6,943,056	6,761,773	946,439	7,708,212	7,086,097	1,454,611	8,540,708
ENDING BALANCE AS % OF EXPENDITURES	52.11%	20.47%	47.24%	54.15%	41.76%	52.25%	56.51%	64.12%	57.67%

Description - Helendale	FY2024-25 Helendale Unrestricted	FY2024-25 Helendale Restricted	FY2024-25 Helendale Combined	FY2025-26 Helendale Unrestricted	FY2025-26 Helendale Restricted	FY2025-26 Helendale Combined	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Restricted	FY2026-27 Helendale Combined
<b>Projected P-2 ADA</b>			<b>643.88</b>			<b>650.32</b>			<b>656.82</b>
<b>COLA</b>			<b>1.07%</b>			<b>0.00%</b>			<b>0.00%</b>
<b>REVENUES:</b>									
<b>General Purpose Entitlement</b>									
8011 General Purpose Block Grant	7,634,689	0	7,634,689	7,690,214	0	7,690,214	7,748,537	0	7,748,537
8012 Education Protection Account	128,776	0	128,776	130,064	0	130,064	131,364	0	131,364
8096 Funding in Lieu of Property Taxes	122,123	0	122,123	122,123	0	122,123	122,123	0	122,123
<b>TTL General Purpose Entitlement</b>	<b>7,885,588</b>	<b>0</b>	<b>7,885,588</b>	<b>7,942,401</b>	<b>0</b>	<b>7,942,401</b>	<b>8,002,024</b>	<b>0</b>	<b>8,002,024</b>
<b>Federal Revenue</b>									
8181 Federal IDEA SpEd Revenue	0	86,880	86,880	0	87,749	87,749	0	88,626	88,626
8290 Other Federal Revenue	0	106,672	106,672	0	107,739	107,739	0	108,816	108,816
<b>TTL Federal Revenue</b>	<b>0</b>	<b>193,552</b>	<b>193,552</b>	<b>0</b>	<b>195,488</b>	<b>195,488</b>	<b>0</b>	<b>197,442</b>	<b>197,442</b>
<b>Other State Revenue</b>									
8311 AB602 State SpEd Revenue	0	504,300	504,300	0	509,343	509,343	0	514,436	514,436
8550 Mandated Cost Reimbursements	19,508	0	19,508	19,656	0	19,656	19,853	0	19,853
8560 State Lottery Revenue	112,391	184,642	297,033	113,245	186,045	299,290	114,378	187,906	302,283
8590 Other State Revenue	0	353,911	353,911	0	357,450	357,450	0	361,025	361,025
<b>TTL Other State Revenue</b>	<b>131,899</b>	<b>1,042,853</b>	<b>1,174,752</b>	<b>132,901</b>	<b>1,052,838</b>	<b>1,185,740</b>	<b>134,230</b>	<b>1,063,367</b>	<b>1,197,597</b>
<b>Other Local Revenue</b>									
8660 Interest Income	76,000	0	76,000	76,760	0	76,760	77,528	0	77,528
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-384,256	384,256	0	-388,099	388,099	0	-391,980	391,980	0
<b>TTL Other Local Revenue</b>	<b>-308,256</b>	<b>384,256</b>	<b>76,000</b>	<b>-311,339</b>	<b>388,099</b>	<b>76,760</b>	<b>-314,452</b>	<b>391,980</b>	<b>77,528</b>
<b>TTL REVENUES</b>	<b>7,709,231</b>	<b>1,620,661</b>	<b>9,329,892</b>	<b>7,763,964</b>	<b>1,636,424</b>	<b>9,400,388</b>	<b>7,821,803</b>	<b>1,652,789</b>	<b>9,474,592</b>
<b>EXPENDITURES:</b>									
<b>1000 - Certificated Salaries</b>		0	0						
1100 Teacher Compensation	2,238,778	319,856	2,558,634	2,238,778	319,856	2,558,634	2,238,778	319,856	2,558,634
1200 Student Support	141,686	205,641	347,327	141,686	205,641	347,327	141,686	205,641	347,327
1300 Certificated Administrators	465,633	196,137	661,770	465,633	196,137	661,770	465,633	196,137	661,770
1900 Other Certificated Salaries	68,644	0	68,644	68,644	0	68,644	68,644	0	68,644
<b>TTL Certificated Salaries</b>	<b>2,914,740</b>	<b>721,634</b>	<b>3,636,375</b>	<b>2,914,740</b>	<b>721,634</b>	<b>3,636,375</b>	<b>2,914,740</b>	<b>721,634</b>	<b>3,636,375</b>
<b>2000 - Non - Certificated Salaries</b>		0	0						
2100 Instructional Aides	0	71,726	71,726	0	71,726	71,726	0	71,726	71,726
2300 Classified Administrators	248,264	0	248,264	248,264	0	248,264	248,264	0	248,264
2400 Clerical & Technical Staff	261,072	26,414	287,486	261,072	26,414	287,486	261,072	26,414	287,486
<b>TTL Non - Certificated Salaries</b>	<b>509,336</b>	<b>98,140</b>	<b>607,476</b>	<b>509,336</b>	<b>98,140</b>	<b>607,476</b>	<b>509,336</b>	<b>98,140</b>	<b>607,476</b>
<b>3000 - Employee Benefits</b>		0	0						
3101 STRS Certificated	438,275	255,365	693,640	438,275	255,365	693,640	438,275	255,365	693,640
3300 OASDI/Medicare	82,452	18,270	100,722	82,452	18,270	100,722	82,452	18,270	100,722

3400 Health and Welfare	418,418	94,848	513,266	418,418	94,848	513,266	418,418	94,848	513,266
3500 Unemployment Insurance	7,902	1,435	9,337	7,902	1,435	9,337	7,902	1,435	9,337
3600 Workers' Comp Certificated	13,479	3,224	16,703	13,479	3,224	16,703	13,479	3,224	16,703
3901 Other Benefits	68,541	21,408	89,949	68,541	21,408	89,949	68,541	21,408	89,949
<b>TTL Employee Benefits</b>	<b>1,029,067</b>	<b>394,551</b>	<b>1,423,618</b>	<b>1,029,067</b>	<b>394,551</b>	<b>1,423,618</b>	<b>1,029,067</b>	<b>394,551</b>	<b>1,423,618</b>
<b>4000 - Books/Supplies/Materials</b>									
4100 Textbooks & Core Curriculum	659,137	19,258	678,395	665,728	19,451	685,179	672,385	19,645	692,030
4300 Materials & Supplies	17,395	3,373	20,767	17,568	3,406	20,975	17,744	3,440	21,184
4310 Instructional Materials	628,091	42,946	671,037	634,372	43,375	677,747	640,716	43,809	684,525
4320 Office Supplies	0	0	0	0	0	0	0	0	0
4330 Meals & Events	190	0	190	192	0	192	194	0	194
4350 Other Supplies - Materials & Supplies	0	6,460	6,460	0	6,525	6,525	0	6,590	6,590
4400 Non - Capitalized Equipment - Staff	0	0	0	0	0	0	0	0	0
<b>TTL Books/Supplies/Materials</b>	<b>1,304,812</b>	<b>72,036</b>	<b>1,376,848</b>	<b>1,317,860</b>	<b>72,757</b>	<b>1,390,617</b>	<b>1,331,039</b>	<b>73,484</b>	<b>1,404,523</b>
<b>5000 - Services &amp; Operations</b>									
5100 Subagreements For Services	0	0	0	0	0	0	0	0	0
5200 Travel & Conferences	19,934	23,560	43,494	20,133	23,796	43,929	20,334	24,034	44,368
5210 Mileage Reimbursements	0	7,410	7,410	0	7,484	7,484	0	7,559	7,559
5300 Dues & Memberships	4,590	21,660	26,250	4,636	21,877	26,513	4,683	22,095	26,778
5400 Insurance	49,034	0	49,034	49,524	0	49,524	50,019	0	50,019
5610 Facility Rents & Leases	42,023	0	42,023	42,444	0	42,444	42,868	0	42,868
5800 Professional Services - Non - instructional	38,959	1,330	40,289	39,348	1,343	40,692	39,742	1,357	41,099
5810 Legal	133,000	0	133,000	134,330	0	134,330	135,673	0	135,673
5820 Audit & CPA	11,654	0	11,654	11,770	0	11,770	11,888	0	11,888
5830 Non-Instructional Software Licenses/Fees	127,680	0	127,680	128,957	0	128,957	130,246	0	130,246
5840 Advertising & Recruitment	43,016	0	43,016	43,446	0	43,446	43,881	0	43,881
5841 Community Marketing	14,060	0	14,060	14,201	0	14,201	14,343	0	14,343
5850 Oversight Fees	134,537	0	134,537	135,882	0	135,882	137,241	0	137,241
5870 Live Scan Finger printing	152	0	152	154	0	154	155	0	155
5878 Testing & Assessments	17,624	380	18,004	17,801	384	18,184	17,979	388	18,366
5880 Instructional Vendors & Consultants	1,148,949	0	1,148,949	1,160,438	0	1,160,438	1,172,043	0	1,172,043
5890 Misc Other Outside Services	3,990	760	4,750	4,030	768	4,798	4,070	775	4,845
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	111,359	9,025	120,384	112,473	9,115	121,588	113,597	9,206	122,804
<b>TTL Services &amp; Operations</b>	<b>1,900,561</b>	<b>64,125</b>	<b>1,964,686</b>	<b>1,919,566</b>	<b>64,766</b>	<b>1,984,333</b>	<b>1,938,762</b>	<b>65,414</b>	<b>2,004,176</b>
<b>7438 Interest on Debt</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TTL EXPENDITURES</b>	<b>7,658,516</b>	<b>1,350,487</b>	<b>9,009,002</b>	<b>7,690,569</b>	<b>1,351,848</b>	<b>9,042,418</b>	<b>7,722,944</b>	<b>1,353,224</b>	<b>9,076,167</b>
<b>Description</b>	<b>FY2024-25 Helendale Unrestricted</b>	<b>FY2024-25 Helendale Restricted</b>	<b>FY2024-25 Helendale Combined</b>	<b>FY2025-26 Helendale Unrestricted</b>	<b>FY2025-26 Helendale Restricted</b>	<b>FY2025-26 Helendale Combined</b>	<b>FY2026-27 Helendale Unrestricted</b>	<b>FY2026-27 Helendale Restricted</b>	<b>FY2026-27 Helendale Combined</b>
Revenues less Expenditures (Net Revenues)	50,715	270,174	320,890	73,394	284,576	357,970	98,859	299,565	398,424
Beginning Fund Balance-Unaudited Actuals	3,416,904	0	3,416,904	3,467,619	270,174	3,737,794	3,541,014	554,750	4,095,764
ENDING BALANCE	3,467,619	270,174	3,737,794	3,541,014	554,750	4,095,764	3,639,873	854,316	4,494,188
ENDING BALANCE AS % OF EXPENDITURES	45.28%	20.01%	41.49%	46.04%	41.04%	45.30%	47.13%	63.13%	49.52%



<b>COMBINED BUDGET - FY24-25 FIB</b>	<b>FY2024-25 Adopted Budget</b>	<b>FY2025-26 Adopted Budget</b>	<b>FY2026-27 Adopted Budget</b>
	<b>COMBINED</b>	<b>COMBINED</b>	<b>COMBINED</b>
<b>Projected P-2 ADA</b>	<b>1,694.42</b>	<b>1,711.36</b>	<b>1,728.48</b>
<b>COLA</b>	<b>1.07%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>REVENUES:</b>			
<b>General Purpose Entitlement</b>			
8011 General Purpose Block Grant	19,357,786	19,531,524	19,683,000
8012 Education Protection Account	338,884	342,273	345,695
8096 Funding in Lieu of Property Taxes	874,118	874,118	874,118
<b>TTL General Purpose Entitlement</b>	<b>20,570,788</b>	<b>20,747,915</b>	<b>20,902,813</b>
<b>Federal Revenue</b>			
8181 Federal IDEA SpEd Revenue	263,876	266,090	268,751
8290 Other Federal Revenue	269,929	272,236	274,959
<b>TTL Federal Revenue</b>	<b>533,805</b>	<b>538,326</b>	<b>543,710</b>
<b>Other State Revenue</b>			
8311 AB602 State SpEd Revenue	1,531,682	1,544,533	1,559,978
8550 Mandated Cost Reimbursements	51,336	51,726	52,243
8560 State Lottery Revenue	781,666	787,607	795,483
8590 Other State Revenue	1,038,411	1,047,152	687,624
<b>TTL Other State Revenue</b>	<b>3,403,095</b>	<b>3,431,018</b>	<b>3,095,328</b>
<b>Other Local Revenue</b>			
8660 Interest Income	200,000	201,702	203,719
8699 Other Revenue	0	0	0
8980 Contributions to Restricted Programs	0	0	0



<b>TTL Other Local Revenue</b>	<b>200,000</b>	<b>201,702</b>	<b>203,719</b>
<b>TTL REVENUES</b>	<b>24,707,688</b>	<b>24,918,962</b>	<b>24,745,571</b>
<b>EXPENDITURES:</b>			
<b>1000 - Certificated Salaries</b>			
1100 Teacher Compensation	6,733,247	6,733,247	6,733,247
1200 Student Support	914,018	914,018	914,018
1300 Certificated Administrators	1,741,500	1,741,500	1,741,500
1900 Other Certificated Salaries	180,642	180,642	180,642
<b>TTL Certificated Salaries</b>	<b>9,569,407</b>	<b>9,569,407</b>	<b>9,569,407</b>
<b>2000 - Non - Certificated Salaries</b>			
2100 Instructional Aides	188,752	188,752	188,752
2300 Classified Administrators	653,326	653,326	653,326
2400 Clerical & Technical Staff	756,542	756,542	756,542
<b>TTL Non - Certificated Salaries</b>	<b>1,598,620</b>	<b>1,598,620</b>	<b>1,598,620</b>
<b>3000 - Employee Benefits</b>			
3101 STRS Certificated	1,825,369	1,825,369	1,825,369
3300 OASDI/Medicare	265,059	265,059	265,059
3400 Health and Welfare	1,350,700	1,350,700	1,350,700
3500 Unemployment Insurance	24,571	24,571	24,571
3600 Workers' Comp Certificated	43,956	43,956	43,956
3901 Other Benefits	236,708	236,708	236,708
<b>TTL Employee Benefits</b>	<b>3,746,363</b>	<b>3,746,363</b>	<b>3,746,363</b>
<b>4000 - Books/Supplies/Materials</b>			
4100 Textbooks & Core Curriculum	1,785,249	1,803,101	1,821,133
4300 Materials & Supplies	54,650	55,197	55,748
4310 Instructional Materials	1,765,886	1,783,545	1,801,380
4320 Office Supplies	0	0	0
4330 Meals & Events	500	505	510
4350 Other Supplies - Materials & Supplies	17,000	17,170	17,342

4400 Non - Capitalized Equipment - Staff	0	0	0
<b>TTL Books/Supplies/Materials</b>	<b>3,623,285</b>	<b>3,659,518</b>	<b>3,696,113</b>
<b>5000 - Services &amp; Operations</b>			
5100 Subagreements For Services	0	0	0
5200 Travel & Conferences	114,457	115,602	116,758
5210 Mileage Reimbursements	19,500	19,695	19,892
5300 Dues & Memberships	69,080	69,771	70,469
5400 Insurance	129,036	130,326	131,630
5610 Facility Rents & Leases	110,588	111,694	112,811
5800 Professional Services - Non - instructional	106,023	107,083	108,154
5810 Legal	350,000	353,500	357,035
5820 Audit & CPA	30,668	30,975	31,284
5830 Non-Instructional Software Licenses/Fees	336,000	339,360	342,754
5840 Advertising & Recruitment	113,200	114,332	115,475
5841 Community Marketing	37,000	37,370	37,744
5850 Oversight Fees	354,044	357,584	361,160
5870 Live Scan Finger printing	400	404	408
5878 Testing & Assessments	47,380	47,854	48,332
5880 Instructional Vendors & Consultants	3,023,550	3,053,786	3,084,323
5890 Misc Other Outside Services	12,500	12,625	12,751
5930 Postage	0	0	0
5940 Technology Services	316,800	319,968	323,168
<b>TTL Services &amp; Operations</b>	<b>5,170,226</b>	<b>5,221,928</b>	<b>5,274,148</b>
<b>7438 Interest on Debt</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TTL EXPENDITURES</b>	<b>23,707,901</b>	<b>23,795,836</b>	<b>23,884,651</b>

Description	FY2024-25 Adopted Budget	FY2025-26 Adopted Budget	FY2026-27 Adopted Budget
<b>Revenues less Expenditures (Net Revenues)</b>	999,787	1,123,126	860,920
		0	0
<b>Beginning Fund Balance-Unaudited Actuals</b>	9,681,063	10,680,850	11,803,976
<b>ENDING BALANCE</b>	10,680,850	11,803,976	13,034,896
<b>ENDING BALANCE AS % OF EXPENDITURES</b>	45.05%	49.61%	54.57%

# Excel Academy Charter Schools FY2024-25 First Interim Budget December 12, 2024



# Presentation Overview



**Budget Cycle**



**Budget Assumptions**




**ADA Historical Analysis**



**Multi-year Projection**

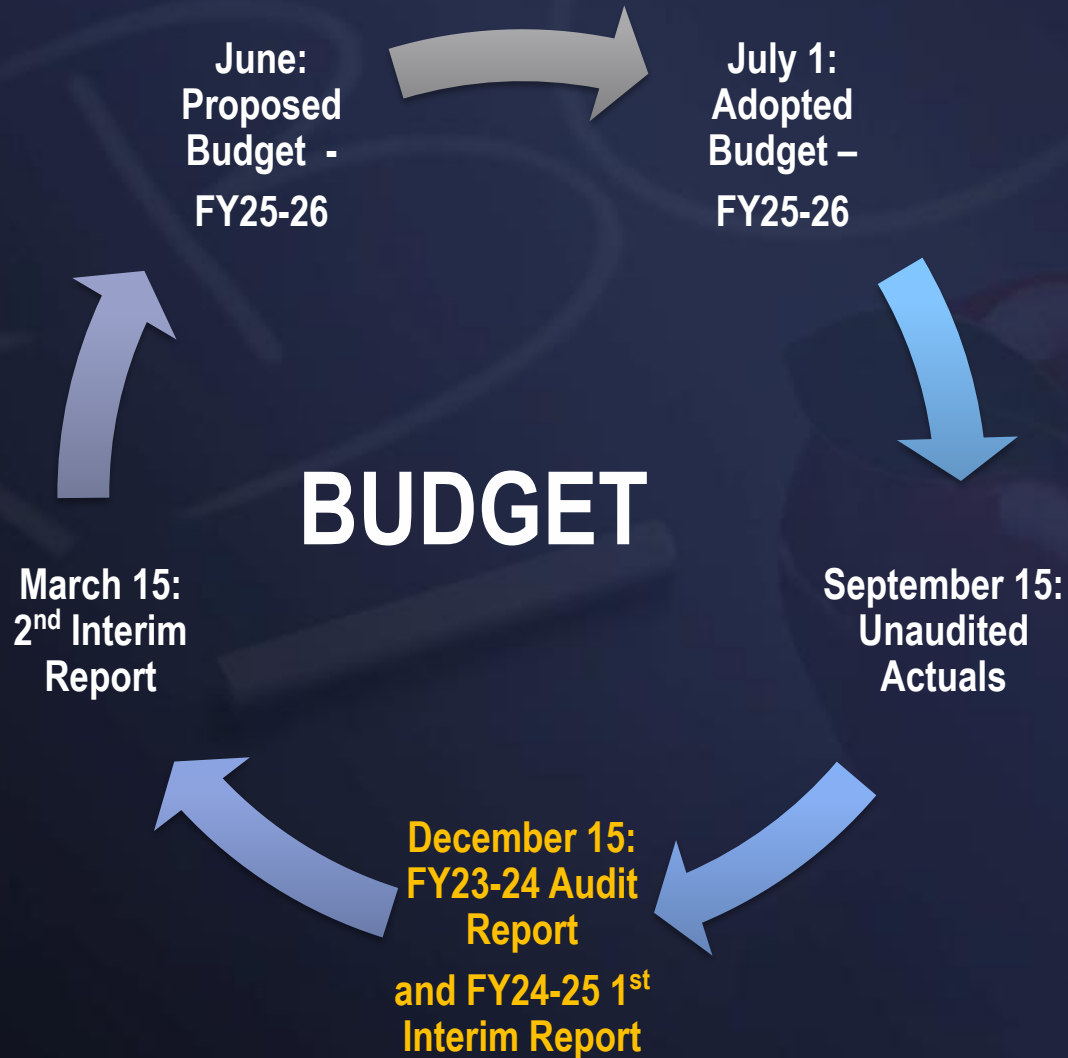


**Reserve Balance History**



**December 2, 2024 Cash Balance**

# The Budget Cycle





# Budget Assumptions

- Revenues:

- ◆ COLA – Increase

- ◆ FY2024-25 – 1.07%

- ◆ FY2024-25 – 0.00%

- ◆ FY2025-26 – 0.00%

- ◆ **Projected ADA FY24-25 – 1,694.42 (1,587 in FY23-24)**

- ◆ Enrollment Increase Projection – 1.0%

- ◆ Attendance Rate (ADA) – 98%

- Expenditures:

- ◆ Step and Column Increase –

- ◆ FY2024-25 - 3%

- ◆ FY2025-26 – 0%

- ◆ FY2026-27 – 0%

- ◆ **STRS Contribution Increase – 19.10%**

# ADA Historical Analysis

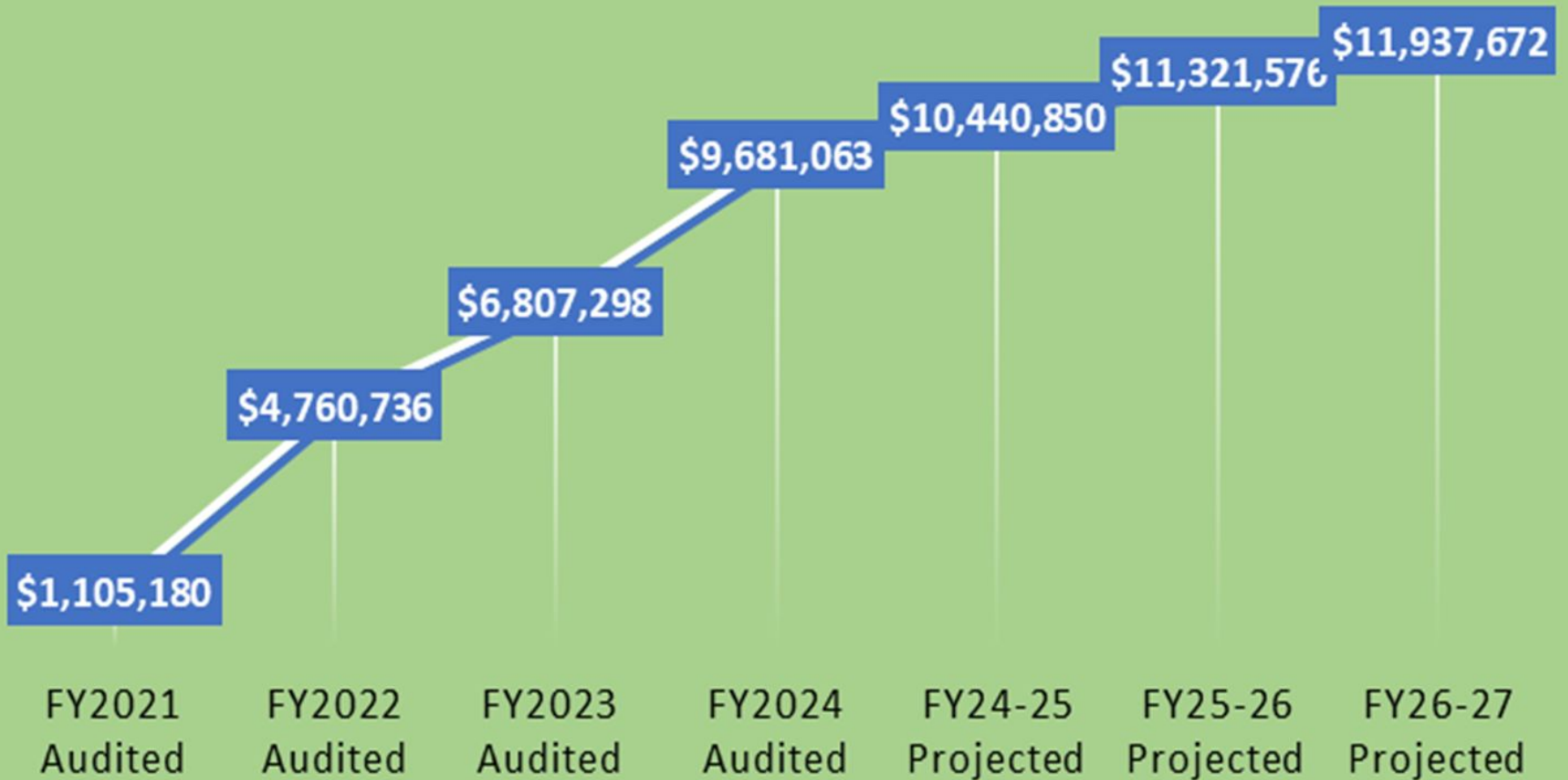


# Multi-Year Projections

	2024-25	2025-26	2026-27
Total Revenues	\$24,707,688	\$24,918,962	\$24,745,571
Total Expenditures	23,947,901	24,038,236	24,129,475
Increase (Decreased) Fund Balance	759,787	880,726	616,096
Beginning Balance	9,681,063	10,440,850	11,321,576
Projected Ending Balance (June 30)	\$10,440,850	\$11,321,576	\$11,937,672
Less: Board Approved Required Reserve of 15%	3,592,185	3,605,735	3,619,421
Unappropriated Fund Balance Above 15%	\$6,848,655 (28.59%)	\$7,715,841 (32.09%)	\$8,318,251 (34.47%)

# Historical Reserve Balance

## RESERVE BALANCE



# Cash Balances as of December 2, 2024

- **San Diego County Treasurer's Office**
  - **Checking - \$1,631,494**
- **Chase Bank**
  - **Checking Account - \$1,719,085**
  - **Certificate of Deposits**
    - **\$2,000,000 @4.5% – 12/17/2024 Maturity Date**
    - **\$1,536,328 @4.75% – 01/29/2025 Maturity Date**
    - **\$3,065,232 @4.75% – 02/12/2025 Maturity Date**
    - **\$1,015,568 @4.75% - 02/21/2025 Maturity Date**

# Coversheet

## Approval of School Plan for Student Achievement (SPSA)

**Section:** XI. Education Services  
**Item:** A. Approval of School Plan for Student Achievement (SPSA)  
**Purpose:** Vote  
**Submitted by:**

**Related Material:**

2024\_School\_Plan\_for\_Student\_Achievement\_Excel\_Academy\_Charter\_School\_-\_Helendale\_20241127\_FINAL\_COPY.pdf

2024\_School\_Plan\_for\_Student\_Achievement\_Excel\_Academy\_Charter\_School\_-\_Warner\_20241127\_FINAL\_COPY.pdf

EACS SPSA - Board Meeting - December 2024.pdf

**BACKGROUND:**

The School Plan for Student Achievement (SPSA) is a comprehensive document aligned with the LCAP that provides details about the school's planned actions and expenditures to support student outcomes and overall performance.

The Title I, School Wide Plan (SWP) is a schoolwide program designed to ensure that all students, particularly those who are low-achieving, demonstrate proficiency on state academic grade level standards. A Title I, School Wide Plan (SWP) does not require the identification of particular children as eligible participants nor individual services as being supplementary. The improved achievement should be the result of the reflected improvement of the entire school.



School Year: **2024-25**



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excel Academy Charter School - Helendale	California	November 21, 2024	December 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Excel Academy Charter School - Helendale for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p><b>Schoolwide Program</b></p> <p>The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).</p>
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This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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## Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Excel Academy Charter School - Helendale for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

### Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Excel Academy Charter School's School Plan for Student Achievement (SPSA) is aligned with the Local Control and Accountability Plan and the Learning Continuity and Attendance Plan. Our school plan for student achievement is focused on providing students with academic support to ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality, equity based education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Our goals are aligned with our LCAP goals: Goal 1: Increasing student academic achievement; Goal 2: Promote student engagement, high average daily attendance, and a positive school climate; Goal 3: Increase family, community connections and partnerships; Goal 4: Ensure students are on track to graduate.

Based on the 21/22 enrollment, due to our large concentration of 250 out of 612 students ( 40.8% ) Socioeconomically Disadvantaged enrollment, Excel Academy Charter School qualified for Title I, Part A funds to assist in meeting students' educational goals.

Evaluating the effectiveness of the Title I SWP plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion, monitoring and support from the leadership team, and the Schoolsite Council (SSC).

The LCAP input survey and annual review of the LCAP goals and action steps/services will be monitored annually.

Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/21/2024

SPSA Governing Board Approval: 12/12/2024

Educational Partners Input Survey: 3/2025

Schoolwide Input Survey: 6/2025

Governing Board SWP Waiver: 12/09/21

LCAP Alignment, Annual Review, SSC Input: 5/22/2025

LCAP Governing Board Public Meeting for Input: 6/2025

LCAP Governing Board Public Meeting for Approval: 6/2025

LCAP Budget Overview for Parents: 6/2025

## Educational Partner Involvement

How, when, and with whom did Excel Academy Charter School - Helendale consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's Title I status and Title I policies:

Schoolsite Council (SSC) Meeting 9/26/2024

Support with the alignment of the Title I plan, the LCAP was provided by the Director of Operations and Accountability

SSC Meeting to review and approve SPSA: 9/26/2024 (review), 11/21/2024 (review and approve)

Governing Board Meeting to present the SPSA: 12/12/2024

English Learner Advisory Council (ELAC) Meeting: 11/20/2024

Title I Parent and School Compact Board approved: Adopted 5/14/2020 - updated and board approved on 12/14/2023

Family and Parent Engagement Policy approved: Adopted 5/14/2020 - updated and board approved on 3/14/2024

To ensure parents have the opportunity to provide input, communication of the following meetings (i.e. SSC, ELAC, Board Meetings) is shared through a variety of platforms, such as the school website, school social media, Beehively,

email reminders, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, computer, or technology devices.

In addition, all educational partners are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Schoolsite Council (SSC), and Parent Advisory Council (PAC) meetings. Invitations are sent from the teacher, and through Beehively and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the accountability heading. The PAC meeting is held in conjunction with the Parent Power-Up which is a parent education event with sessions pertaining to parent/student academic support.

EACS collected parent survey feedback to assess family needs and address them. In addition, EACS created an easily accessible form on our website where families can request support. Through Beehively, all documents can be translated into Spanish immediately. Translation in any other language is provided upon request.

The ELAC meeting was held on November 20, 2024 and the SSC meeting was held on November 21, 2024 to review, discuss, and approve the SPSA. The upcoming board meetings were announced at both meetings.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

To ensure that our students have a fair, equal, equitable, and significant opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, we frequently review and respond based on available data.

Ongoing communication between teachers, parents, and students ensure that the department leads and administrative team are aware of specific student academic, social-emotional, and mental health needs. Students are provided with the necessary interventions, supports, services, and resources based on individual needs.

The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the Executive Director then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2023 California School Dashboard state indicator of "overall performance" were blue (very high) or green (high). Graduation rate, College and Career, and English Learners were not evaluated because the total number of participating students did not meet the minimum required student count.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The 2023 California School Dashboard did not reflect any student group performing two or more performance levels below the "all student" performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The students who perform below grade level on the internal i-Ready diagnostic assessments in English Language Arts (ELA) and math are provided with live instruction and curriculum by the intervention department. The students are placed in the "What I Need" (WIN) Intervention Program and provided equity based resources and support to show growth and meet grade level expectations. EACS has completed a deep dive into the desegregated i-Ready benchmark assessments by analyzing the schoolwide data and requesting teachers to analyze the data of their own rosters. Teachers were surveyed with specific questions to answer pertaining to the outcome of the ELA and math score reports of the students on their rosters. The feedback was collected and shared in a PowerPoint presentation that was delivered to all of the teachers during a professional development session. The presentation provided powerful insight regarding the trends, celebrations, and suggestions for next steps. In addition, teachers were also provided with the CAASPP data that highlighted the outcomes of the students' performance across all grade levels and ELA and math domains for the past three years. Students are in need of additional instruction to develop skills in geometry, comprehension, and written expression. EACS is reevaluating the current test prep live instruction to ensure that students are well prepared to conquer the expectations of the ELA and math performance tasks. There is a critical need for CAST test preparation, and the assessment team is working diligently to implement live instruction as well as paper pencil options. The goal is for the collaboration amongst the staff to continue as students complete the required local and state assessments in the winter and spring. The goal is to meet the individual needs of all students, including students of all subgroups including but not limited to socioeconomically disadvantaged, English Learners (EL), and students with disabilities, by determining the best interventions, resources, and curriculum that will strengthen skills and close learning gaps.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Excel Academy Charter School - Helendale. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	2.45%	2.75%	3.65%	15	15	22
Asian	13.73%	11.38%	11.96%	84	62	72
Filipino	1.14%	1.1%	1.00%	7	6	6
Hispanic/Latino	44.61%	47.34%	45.18%	273	258	272
Pacific Islander	0.98%	0.55%	0.83%	6	3	5
White	24.51%	22.75%	25.25%	150	124	152
Multiple	9.64%	11.19%	9.63%	59	61	58
<b>Total Enrollment</b>				612	545	602

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	77	73	48
Grade 1	66	53	51
Grade 2	60	56	51
Grade3	61	54	66
Grade 4	66	44	58
Grade 5	49	54	43
Grade 6	49	43	55
Grade 7	47	43	54
Grade 8	38	34	44
Grade 9	29	24	37
Grade 10	25	27	19
Grade 11	25	23	32
Grade 12	20	17	19
<b>Total Enrollment</b>	612	545	602



**Conclusions based on this data:**

1. EACS will continue to prioritize focusing on enrollment and retention by providing equitable opportunities, individualized support, and best practices for all students.
2. EACS has seen a positive outcome and significant growth on state assessments from contiguous enrollment by students who have remained with EACS for 3+ years.
3. EACS offers personalized learning opportunities and virtual instruction which provides students and parents with choice and options to secure placement that best fits the individual needs of the students. The educational paths impact retention and enrollment growth.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
<b>English Learners</b>	28	17	27	3.1%	4.6%	4.5%
<b>Fluent English Proficient (FEP)</b>	69	62	67	11.2%	11.3%	11.1%
<b>Reclassified Fluent English Proficient (RFEP)</b>	42	41	47	6.9%	7.5%	7.8%

### Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. Students are required to complete ELD curriculum and participate in live instruction to strengthen language skills and close learning gaps. EACS is seeing improvement and progress in terms of reclassification.
2. Students who are reclassified fluent English proficient are monitored for progress using the local i-Ready diagnostic benchmark assessments, pacing guides, completed coursework, and course related assessments. Students who are not meeting grade level expectations are provided interventions, resources, and additional support.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	55	63	61	55	63	61	55	63	96.8	100.0	100
Grade 4	64	44	60	63	44	59	63	44	59	98.4	100.0	98.3
Grade 5	48	53	49	47	52	49	47	52	49	97.9	98.1	100
Grade 6	48	44	57	46	44	56	46	44	56	95.8	100.0	98.2
Grade 7	41	45	54	40	45	52	40	45	52	97.6	100.0	96.3
Grade 8	32	33	38	30	32	38	30	32	38	93.8	97.0	100
Grade 11	19	26	32	17	24	29	17	23	29	89.5	92.3	90.6
All Grades	315	300	353	304	296	346	304	295	346	96.5	98.7	98

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2433.	2434.	2428.	31.15	36.36	31.75	21.31	20.00	17.46	27.87	20.00	23.81	19.67	23.64	26.98
Grade 4	2478.	2480.	2466.	31.75	38.64	30.51	22.22	18.18	15.25	22.22	13.64	22.03	23.81	29.55	32.20
Grade 5	2536.	2534.	2479.	36.17	25.00	14.29	29.79	36.54	26.53	14.89	26.92	24.49	19.15	11.54	34.69
Grade 6	2548.	2536.	2531.	21.74	22.73	17.86	41.30	29.55	37.50	26.09	22.73	19.64	10.87	25.00	25.00
Grade 7	2567.	2599.	2578.	22.50	28.89	21.15	35.00	37.78	44.23	27.50	24.44	15.38	15.00	8.89	19.23
Grade 8	2587.	2603.	2593.	20.00	21.88	26.32	43.33	46.88	36.84	16.67	21.88	21.05	20.00	9.38	15.79
Grade 11	2610.	2639.	2633.	29.41	39.13	48.28	35.29	26.09	27.59	29.41	21.74	3.45	5.88	13.04	20.69
All Grades	N/A	N/A	N/A	28.29	30.17	26.01	30.59	30.17	28.61	23.36	21.69	19.65	17.76	17.97	25.72

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	26.23	34.55	25.40	62.30	49.09	53.97	11.48	16.36	20.63
<b>Grade 4</b>	28.57	22.73	28.81	65.08	59.09	49.15	6.35	18.18	22.03
<b>Grade 5</b>	38.30	21.15	20.41	51.06	73.08	57.14	10.64	5.77	22.45
<b>Grade 6</b>	28.26	25.00	25.00	56.52	52.27	48.21	15.22	22.73	26.79
<b>Grade 7</b>	22.50	35.56	38.46	67.50	62.22	46.15	10.00	2.22	15.38
<b>Grade 8</b>	33.33	21.88	18.42	53.33	68.75	60.53	13.33	9.38	21.05
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	29.28	27.80	28.03	59.87	60.00	50.58	10.86	12.20	21.39

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	18.03	27.27	17.46	55.74	45.45	53.97	26.23	27.27	28.57
<b>Grade 4</b>	14.29	11.36	16.95	58.73	59.09	35.59	26.98	29.55	47.46
<b>Grade 5</b>	29.79	30.77	8.16	44.68	51.92	48.98	25.53	17.31	42.86
<b>Grade 6</b>	21.74	13.64	14.29	54.35	59.09	50.00	23.91	27.27	35.71
<b>Grade 7</b>	25.00	24.44	28.85	47.50	62.22	46.15	27.50	13.33	25.00
<b>Grade 8</b>	20.00	28.13	26.32	56.67	56.25	52.63	23.33	15.63	21.05
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	21.05	24.41	21.10	53.95	53.90	45.95	25.00	21.69	32.95

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	14.75	14.55	20.63	67.21	70.91	65.08	18.03	14.55	14.29
<b>Grade 4</b>	17.46	13.64	8.47	68.25	72.73	83.05	14.29	13.64	8.47
<b>Grade 5</b>	21.28	21.15	12.24	70.21	76.92	73.47	8.51	1.92	14.29
<b>Grade 6</b>	23.91	11.36	21.43	69.57	81.82	64.29	6.52	6.82	14.29
<b>Grade 7</b>	5.00	33.33	17.31	87.50	62.22	69.23	7.50	4.44	13.46
<b>Grade 8</b>	10.00	18.75	26.32	80.00	75.00	68.42	10.00	6.25	5.26
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.12	18.98	17.92	72.37	73.22	70.81	11.51	7.80	11.27

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	13.11	14.55	19.05	73.77	65.45	63.49	13.11	20.00	17.46
<b>Grade 4</b>	11.11	20.45	18.64	76.19	65.91	67.80	12.70	13.64	13.56
<b>Grade 5</b>	29.79	19.23	12.24	61.70	63.46	55.10	8.51	17.31	32.65
<b>Grade 6</b>	19.57	27.27	19.64	73.91	59.09	66.07	6.52	13.64	14.29
<b>Grade 7</b>	27.50	37.78	19.23	70.00	46.67	69.23	2.50	15.56	11.54
<b>Grade 8</b>	26.67	28.13	26.32	56.67	65.63	65.79	16.67	6.25	7.89
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.07	23.73	19.94	70.07	61.69	64.16	9.87	14.58	15.90

**Conclusions based on this data:**

1. EACS works diligently to ensure that our students meet the participation requirement set by the state on the CAASPP assessments. For three consecutive years, EACS has exceeded the 95% required participation set by the state. In 2024, 98% of all students completed the ELA CAASPP assessments.
2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners. EACS recognizes the need to focus on developing comprehension and written expression.
3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and live writing instruction in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	63	55	63	61	55	63	61	55	63	96.8	100.0	100
<b>Grade 4</b>	64	44	60	63	44	59	63	44	59	98.4	100.0	98.3
<b>Grade 5</b>	48	53	49	47	52	49	47	52	49	97.9	98.1	100
<b>Grade 6</b>	48	44	57	46	44	56	46	44	56	95.8	100.0	98.2
<b>Grade 7</b>	41	45	54	40	45	52	40	45	52	97.6	100.0	96.3
<b>Grade 8</b>	32	33	38	30	32	38	30	32	38	93.8	97.0	100
<b>Grade 11</b>	19	26	32	16	23	29	16	23	29	84.2	88.5	90.6
<b>All Grades</b>	315	300	353	303	295	346	303	295	346	96.2	98.3	98

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	2435.	2444.	2444.	27.87	27.27	36.51	27.87	29.09	23.81	8.20	21.82	14.29	36.07	21.82	25.40
<b>Grade 4</b>	2498.	2462.	2481.	28.57	22.73	25.42	28.57	25.00	22.03	25.40	27.27	23.73	17.46	25.00	28.81
<b>Grade 5</b>	2511.	2532.	2482.	21.28	26.92	14.29	23.40	21.15	20.41	25.53	32.69	26.53	29.79	19.23	38.78
<b>Grade 6</b>	2535.	2525.	2539.	19.57	25.00	30.36	21.74	20.45	12.50	30.43	25.00	26.79	28.26	29.55	30.36
<b>Grade 7</b>	2544.	2567.	2550.	22.50	24.44	21.15	25.00	24.44	30.77	25.00	35.56	17.31	27.50	15.56	30.77
<b>Grade 8</b>	2572.	2564.	2577.	23.33	21.88	21.05	26.67	25.00	26.32	20.00	21.88	26.32	30.00	31.25	26.32
<b>Grade 11</b>	2520.	2597.	2615.	6.25	26.09	13.79	6.25	8.70	41.38	25.00	30.43	13.79	62.50	34.78	31.03
<b>All Grades</b>	N/A	N/A	N/A	23.43	25.08	24.57	24.75	23.05	23.99	22.11	27.80	21.39	29.70	24.07	30.06



<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.79	29.09	36.51	36.07	50.91	39.68	31.15	20.00	23.81
Grade 4	33.33	27.27	28.81	46.03	40.91	40.68	20.63	31.82	30.51
Grade 5	29.79	32.69	12.24	36.17	48.08	44.90	34.04	19.23	42.86
Grade 6	19.57	20.45	23.21	50.00	47.73	39.29	30.43	31.82	37.50
Grade 7	22.50	26.67	21.15	47.50	57.78	48.08	30.00	15.56	30.77
Grade 8	26.67	25.00	21.05	40.00	46.88	60.53	33.33	28.13	18.42
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	27.06	27.12	24.86	41.58	48.14	43.93	31.35	24.75	31.21

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.51	30.91	34.92	42.62	50.91	39.68	27.87	18.18	25.40
Grade 4	30.16	27.27	30.51	49.21	40.91	37.29	20.63	31.82	32.20
Grade 5	23.40	28.85	10.20	59.57	59.62	59.18	17.02	11.54	30.61
Grade 6	15.22	11.36	26.79	60.87	65.91	46.43	23.91	22.73	26.79
Grade 7	22.50	20.00	25.00	50.00	62.22	50.00	27.50	17.78	25.00
Grade 8	23.33	25.00	18.42	46.67	59.38	63.16	30.00	15.63	18.42
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	24.42	24.75	24.57	51.49	55.59	50.87	24.09	19.66	24.57

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.87	23.64	36.51	45.90	54.55	31.75	26.23	21.82	31.75
Grade 4	26.98	29.55	27.12	53.97	43.18	45.76	19.05	27.27	27.12
Grade 5	17.02	23.08	10.20	63.83	59.62	69.39	19.15	17.31	20.41
Grade 6	15.22	22.73	16.07	63.04	61.36	60.71	21.74	15.91	23.21
Grade 7	20.00	31.11	17.31	62.50	48.89	63.46	17.50	20.00	19.23
Grade 8	30.00	12.50	15.79	43.33	62.50	68.42	26.67	25.00	15.79
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	22.11	23.73	20.52	56.44	54.58	56.07	21.45	21.69	23.41

#### Conclusions based on this data:

- EACS works diligently to ensure that we meet the participation requirement set by the state on the CAASPP assessments. For three consecutive years, EACS has exceeded the 95% required participation set by the state. In 2024, 98% of all students completed the math CAASPP assessments.

2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners.
3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and live writing instruction in mathematics.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education’s [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	9	6	6
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	4	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	4		*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
All Grades										29	19	25

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
All Grades	31.03	50.00	20.00	34.48	27.78	32.00	24.14	16.67	36.00	10.34	5.56	12.00	29	18	25

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	44.83	38.89	16.00	17.24	44.44	60.00	20.69	11.11	12.00	17.24	5.56	12.00	29	18	25

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	27.59	38.89	16.00	27.59	16.67	32.00	37.93	38.89	40.00	6.90	5.56	12.00	29	18	25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
<b>All Grades</b>	41.38	33.33	28.00	44.83	61.11	60.00	13.79	5.56	12.00	29	18	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
<b>All Grades</b>	44.83	55.56	36.00	34.48	33.33	48.00	20.69	11.11	16.00	29	18	25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
All Grades	27.59	44.44	20.00	48.28	50.00	56.00	24.14	5.56	24.00	29	18	25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
All Grades	37.93	44.44	20.00	58.62	50.00	72.00	3.45	5.56	8.00	29	18	25

**Conclusions based on this data:**

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.
2. English Learners are required to participate in ELD curriculum and live instruction to build reading, writing, listening, and speaking skills.
3. The intervention department teachers walk the students through the practice tests provided by the state to ensure the students are acclimated to the organization of the assessments, are familiar with the type of test questions, and can navigate the computer.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>545</b>	<b>49.9</b>	<b>3.1</b>	<b>0.2</b>
Total Number of Students enrolled in Excel Academy Charter School - Helendale.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	3.1
Foster Youth	1	0.2
Homeless	3	0.6
Socioeconomically Disadvantaged	272	49.9
Students with Disabilities	53	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.8
Asian	62	11.4
Filipino	6	1.1
Hispanic	258	47.3
Two or More Races	61	11.2
Pacific Islander	3	0.6
White	124	22.8

**Conclusions based on this data:**

1. EACS continues to focus on attendance, retention, and providing instruction that is equitable for all students groups.



# School and Student Performance Data

## Overall Performance





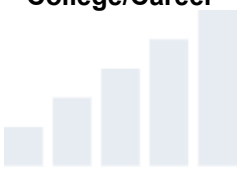
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>College/Career</b>  No Status Level		

### Conclusions based on this data:

- For the past three years, EACS students participated in the CAASPP assessments and have exceeded the participation requirement set by the state. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success.

Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.

2. As part of the LCAP goals, EACS continues to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication to ensure low chronic absenteeism and zero suspension. With effective intervention and support, EACS ensures that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.
3. As part of the LCAP goals, EACS ensures that effective programs are in place to ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners is in place to help ensure proper support to prepare high school students for required internal and state assessments.

# School and Student Performance Data

## Academic Performance English Language Arts

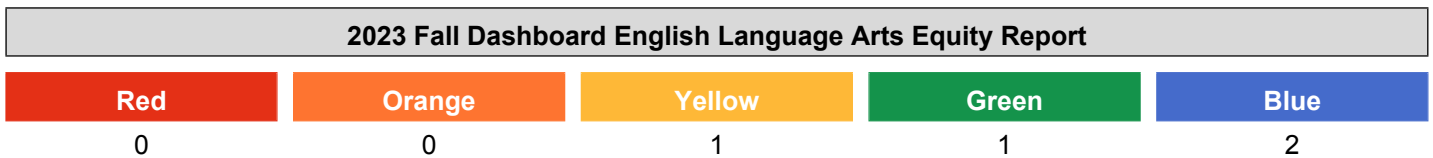
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 25.7 points above standard Increased +9.5 points 275 Students	<b>English Learners</b> 25.1 points below standard Decreased Significantly -15.8 points 17 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Blue 15.3 points above standard Increased Significantly +16.5 points 150 Students	<b>Students with Disabilities</b>  Yellow 55.4 points below standard Increased Significantly +16.6 points 32 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b> Less than 11 Students  6 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 46.9 points above standard Decreased Significantly - 32.4 points 29 Students	<b>Filipino</b> Less than 11 Students  5 Students
<b>Hispanic</b>  Green 10.9 points above standard Increased +12.8 points 137 Students	<b>Two or More Races</b> 73.8 points above standard Increased Significantly +33.4 points 29 Students	<b>Pacific Islander</b> Less than 11 Students  2 Students	<b>White</b>  Blue 22.4 points above standard Increased Significantly +29.7 points 60 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<b>Current English Learner</b> Less than 11 Students  3 Students	<b>Reclassified English Learners</b> 7.6 points below standard Decreased Significantly -57.1 points 14 Students	<b>English Only</b> 24.5 points above standard Increased +10.5 points 238 Students

**Conclusions based on this data:**

- As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.
- In terms of students with disabilities testing 55.4 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 32 students with disabilities who took the ELA assessment out of 275 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support continued growth among our population of SWD.
- The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed



to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.

# School and Student Performance Data

## Academic Performance Mathematics

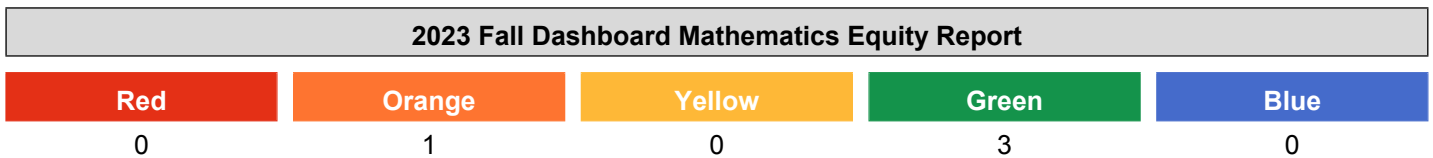
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.










Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #e0e0e0;"> <td>4.6 points below standard</td> </tr> <tr> <td>Increased +6.3 points</td> </tr> <tr> <td>274 Students</td> </tr> </tbody> </table>	All Students	 Green	4.6 points below standard	Increased +6.3 points	274 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>17.5 points below standard</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Decreased Significantly -15.2 points</td> </tr> <tr> <td>17 Students</td> </tr> </tbody> </table>	English Learners	17.5 points below standard	Decreased Significantly -15.2 points	17 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	1 Student	
All Students															
 Green															
4.6 points below standard															
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1 Student															
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**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	48 points above standard Decreased Significantly - 42.6 points 29 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.4 points below standard Increased Significantly +22.5 points 137 Students	48.1 points above standard Increased Significantly +28.6 points 29 Students	Less than 11 Students  2 Students	 Green 6 points below standard Increased +12.5 points 59 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  3 Students	5.3 points below standard Decreased Significantly -58.8 points 14 Students	9.1 points below standard Increased +8.3 points 237 Students

**Conclusions based on this data:**

- As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.
- In terms of students with disabilities testing 95.6 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 32 students with disabilities who took the math assessment out of 274 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support continued growth among our population of SWD.
- The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed

to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 10 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. Individual student progress is monitored and interventions are in place.
2. Based on the internal desegregation of EL performance on both mathematics and ELA, students need the weekly live instruction to strengthen their listening and speaking skills in order to express their ideas, build confidence, and improve their comprehension, vocabulary, and pronunciation. These skills are reflected in their communication, interpretation, critical thinking, and how they express themselves and show understanding.
3. The cohort of EL students did not meet the minimum requirement for the data to be highlighted on the dashboard.

# School and Student Performance Data

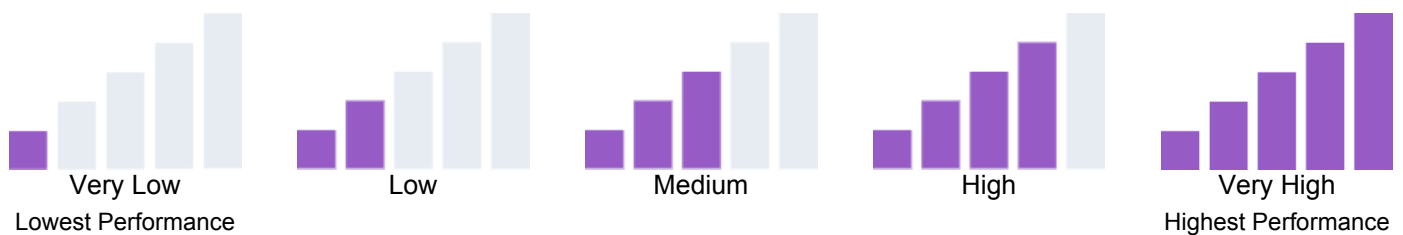
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

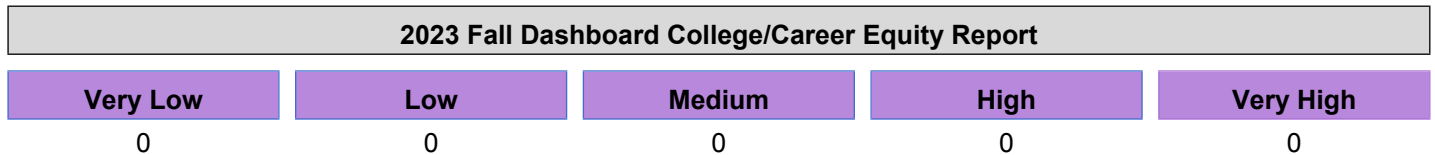
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



**2023 Fall Dashboard College/Career Report for All Students/Student Group**

<p><b>All Students</b></p> <p>13.6 Prepared 22 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students 1 Student</p>	<p><b>Foster Youth</b></p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>11.8 Prepared 17 Students</p>	<p><b>Students with Disabilities</b></p> <p>Less than 11 Students 2 Students</p>

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

<p><b>African American</b></p> <p>0 Students</p>	<p><b>American Indian</b></p> <p>0 Students</p>	<p><b>Asian</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Filipino</b></p> <p>0 Students</p>
<p><b>Hispanic</b></p> <p>14.3 Prepared 14 Students</p>	<p><b>Two or More Races</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Pacific Islander</b></p> <p>0 Students</p>	<p><b>White</b></p> <p>Less than 11 Students 4 Students</p>

**Conclusions based on this data:**

1. There is a small cohort population of students that were not accounted for in this report.
2. As part of the LCAP, EACS maintains high expectations to ensure that all students are provided with the proper academic plan for college and career readiness.
3. EACS students choose a college or career pathway in 9th grade with choices to prepare them for college and/or career readiness. A team of teachers, counselors, and administration work together to help prepare students for their post-graduation goals.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 0.8% Chronically Absent Increased 0.5 487 Students	<b>English Learners</b> 6.7% Chronically Absent Increased 3.7 15 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Blue 0.8% Chronically Absent Maintained 0.4 243 Students	<b>Students with Disabilities</b>  Yellow 3.7% Chronically Absent Increased 2.3 54 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% Chronically Absent</p> <p>Maintained 0</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>3.6% Chronically Absent</p> <p>Increased 2.4</p> <p>56 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Blue</p> <p>0.5% Chronically Absent</p> <p>Maintained 0</p> <p>218 Students</p>	<p></p> <p>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>70 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>117 Students</p>

**Conclusions based on this data:**

1. EACS diligently monitors student enrollment and absenteeism. Systems of support are in place to ensure that students are attending school regularly.

# School and Student Performance Data

## Academic Engagement Graduation Rate

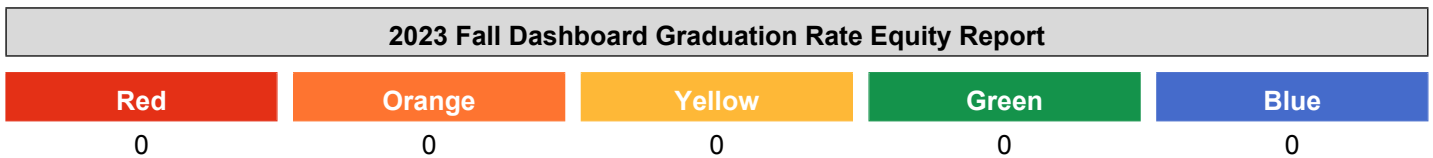
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
90.9% graduated Decreased Significantly -9.1  22 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students  2 Students	94.1% graduated Decreased Significantly -5.9  17 Students	Less than 11 Students  2 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Asian</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Hispanic</b></p> <p>100% graduated 14 Students</p>	<p><b>Two or More Races</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p> <p>Less than 11 Students 4 Students</p>

**Conclusions based on this data:**

1. EACS works diligently to ensure that students are academically engaged and are meeting requirements to graduate. Systems of support are in place for students who need additional resources and interventions to be successful.
2. The small cohort of students did not meet the minimum requirement to be reflected on the dashboard.
3. The EACS team of Counselors work to ensure that each student has a 4-year plan individualized to prepare them for graduation. They maintain multiple parent and student resources including an online counselor's corner and monthly workshops and planning meetings.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

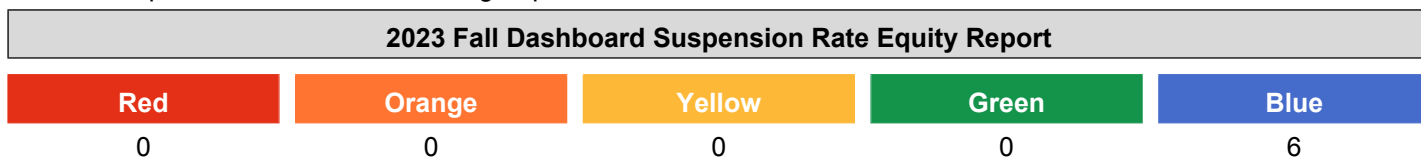
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0% suspended at least one day Maintained 0 604 Students	<b>English Learners</b> 0% suspended at least one day Maintained 0 23 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Blue 0% suspended at least one day Maintained 0 305 Students	<b>Students with Disabilities</b>  Blue 0% suspended at least one day Maintained 0 73 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 68 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 282 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 83 Students</p>	<p>Less than 11 Students 5 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 137 Students</p>

**Conclusions based on this data:**

1. EACS has zero percent suspension rate.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by employing qualified credentialed educators, and providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 1 is aligned to various actions of the goals outlined in the LCAP - Goals 1-4

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

EACS identified the need to focus on the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities, as measured by the California School Dashboard, desegregated CAASPP, ELPAC, and i-Ready data. EACS will provide intensive and individualized monitoring of students performing below grade level in the WIN (What I Need) intervention program. Ongoing data analysis by the administrators and department leads to strategic program planning and best practices.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Students (Tier III) ELA Tier III: Decrease the percentage of students in Tier III ELA	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP 2024 - 25.72% of students did not meet state standards i-Ready 2024 Fall - 21% students are Tier III Historical year over year spring data indicates 2%+ will move to Tier II or I	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in ELA
Title 1 Students (Tier III) Math	Title 1 Students (Tier III) - 2+ grade levels below Math	Title 1 Students (Tier III) - 2+ grade levels below Math

Tier III: Decrease the percentage of students in Tier III Math	CAASPP 2024 - 30% of students did not meet state standards i-Ready 2024 Fall - 21% students are Tier III Historical year over year spring data indicates 2%+ will move to Tier II or I	CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in Math
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	LCAP 4.4: Ensure all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. All students will have access to practice assessments, virtual test prep training provided by assigned credentialed teachers, and grade level pencil paper practice packets in math and ELA.	All Students	15,436 LCFF  Test preparation
1.2	LCAP 1.3 - Tier III students are provided with academic subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. The subscriptions are offered to students who score one or more grade levels behind in reading and/or math on the local i-Ready diagnostic assessments. These students are required to use the resources weekly to help close learning gaps.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	32,490 LCFF  Subscriptions and supplemental resources
1.3	LCAP 3.4 and 4.3 - Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse ( <a href="https://ies.ed.gov/ncee/wwd/FWW">https://ies.ed.gov/ncee/wwd/FWW</a> ). Teachers meet with students on a regular basis to monitor, mentor, and to provide ongoing support. The Intervention and Title 1 Coordinator will monitor and support targeted students as well. EACS properly vets all newly hired Content and Community Providers to ensure standards alignment and safety for our students. EACS provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Leadership reviews and strengthens the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	554,651 LCFF  Instruction and curriculum
1.4	EACS will continue to streamline communication with Title I parents, translate documents as needed, and provide pertinent information during ELAC meetings while encouraging engagement and collaboration. At this time, EACS is below the 15% threshold that requires translations; however, all posts on Beehively can be immediately translated into Spanish. Translated information and updates in other home languages are available to	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	19,950 LCFF  Translation Services and Beehively

	<p>parents/guardians of English Learners upon request.</p> <p>LCAP Goal 2.3 - Educational Partner Communication - Beehively, school website, and social media platforms</p> <p>LCAP Goal 3:1 EACS will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making for policy and program improvement.</p>		
<b>1.5</b>	<p>LCAP 1:8: Every student in grades K-12 have an i-Ready account. i-Ready is the internal benchmark assessment administered in the fall, winter, and spring. Students scoring an eighth grade level or below are provided personalized lessons within the domains of math and ELA. The completion of i-Ready lessons are one of the interventions in place for students who are one or more grade levels behind their current grade level.</p>	All Students	<p>13,080 LCFF</p> <p>Curriculum Associates - i-Ready</p>
<b>1.6</b>	<p>LCAP 1.3 - Schoolwide subscriptions are provided to all students as additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.</p>	All Students	<p>0 LCFF</p> <p>Schoolwide Subscriptions</p>
<b>1.7</b>	<p>LCAP 1.3 - Research-based English Language Development (ELD) curriculum is provided for English Learner (EL) students. The ELD curriculum addresses the diverse needs of EL students through a flexible approach to learning. EL students are required to complete online ELD curriculum and live instruction with an assigned credentialed teacher. The live sessions are specifically geared to building English language fluency in reading, writing, listening, and speaking. EL students are encouraged to complete the Summative ELPAC practice tests in preparation for testing in the spring.</p>	English Learner (EL) Students	<p>42,658 LCFF</p> <p>ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation 6,480 LCFF</p> <p>ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation</p>
<b>1.8</b>	<p>LCAP 1.3, 3.6 - Bilingual teachers support families that speak another home language and provide translation when needed. Bilingual teachers provide increased and improved services for our English Learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.</p>	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	<p>76,406 LCFF</p> <p>Bilingual Teachers</p>
<b>1.9</b>	<p>LCAP 1.3, 4.1, and 4.6 - Career and Technical Education classes are offered to support high school students in various pathways. EACS expands A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.</p>	All High School Students	<p>18,607 LCFF</p> <p>Career and Technical Education and A-G Courses</p>
<b>1.10</b>	<p>LCAP 2.4 - Technological devices, hotspots, internet service connectivity, and access to Zoom</p>	Tier III students (2 or more years below grade	<p>9,500 Other</p>

	are provided in order to facilitate communication between families and teachers during virtual learning.	level), specifically our low-income, foster youth, English learner, and students with disabilities	Hotspots, Internet Connectivity, and Zoom 10,000 Title IV Part A: Student Support and Academic Enrichment  Chromebooks
1.11	LCAP 1.3 - Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.	All Students	38,000 LCFF  Office Supplies and Equipment
1.12	LCAP 2.4 - Laptops, webcams, and document cameras, are provided for working remotely and providing curriculum instruction and student support.	All Students	28,500 Other  Technology Needs for Providing Curriculum and Instructional Student Support
1.13	LCAP 1.5 - Parent training is provided through the annual Parent Summit, educational webinars, created training videos, and in person events to ensure that parents have the tools they need to teach their children and access all available school resources.	All Students	0 None Specified  No Cost
1.14	LCAP 1.3 - All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content (i.e. online courses, credit recovery, core programs, supplemental curriculum and materials supporting Common Core Standards, extended school year, curriculum aligned to Common Core, English Language Development (ELD) curriculum).	All Students	5,322,013 LCFF  Broad Course of Study 1,077,152 Other  Broad Course of Study 76,000 Local Categorical  Broad Course of Study 86,685 Other  Broad Course of Study

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all students in grades TK-12. Based on the i-Ready collected data, student progress and growth were observed in both ELA and math. Students performing below grade level expectations were provided with the necessary interventions, live instruction, resources, supplements, support, and guidance to assist in closing learning gaps.



LCAP Goal 1 - Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Goal 1, Strategy/Activity 1: EACS ensured that all students have opportunities for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities.

Goal 1, Strategy/Activity 2 and 6: EACS ensured that tier III students were provided with subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth.

Goal 1, Strategy/Activity 3: EACS created small, personalized communities to facilitate monitoring and support.

Goal 1, Strategy/Activity 4: EACS streamlined communication with Title 1 parents, translated documents as needed, developed an ELAC committee, implemented quarterly meetings, sent meeting reminders to EL parents, and encouraged attendance and participation by promoting cultural awareness.

Goal 1, Strategy/Activity 5: EACS ensured that every student in grades K-11 had an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. i-Ready lesson completion was an intervention for students who are one or more grade levels behind.

Goal 1, Strategy/Activity 7: EACS held EL students accountable to complete their ELD assigned lessons in reading and writing and participate in live instruction to develop speaking and listening skills.

Goal 1, Strategy/Activity 8: EACS provided translated materials in home languages upon request.

Goal 1, Strategy/Activity 9: EACS ensured that Career and Technical Education courses remained a top priority to offer to students to support high school students in various pathways.

Goal 1, Strategy/Activity 10, 11, and 12: EACS students were provided with the necessary technology and supplies to support their day to day learning. Teachers were also provided with necessary supplies to support best practices in teaching.

Goal 1, Strategy/Activity 13: EACS implemented parent training that was provided to home educators to equip them with resources, strategies, and overall knowledge on various educational topics to enhance their ability to teach and educate their students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions. Strategy/activity 1.9 was added to include the expansion of A-G completer courses and to acknowledge that all students have the opportunity to graduate as A-G completers. In addition, 1.14 was added to emphasize that all students have access to a broad course of study as indicated in the LCAP as 1.3.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Professional Development

All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-risk students and Tier III population of WIN (What I Need) intervention students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1.4: Identify and implement professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) programs. Professional development will take place through organizations such as but not limited to CSSA (California Charter School Association), CSDC (Charter School Development Center), SDCOE (San Diego County Office of Education), and APLUS+. EACS will create and execute a reflective process to determine effectiveness of the provided development opportunities. (LI, FY, EL, SWD)

LCAP 3.1 - EACS will seek parent input and assess our level of stakeholder engagement through parent participation in Learning Period (LP), English Learner Advisory Committee (ELAC), Schoolsite Council (SSC), and Parent Advisory Committee (PAC) meetings, surveys, Student Council, SARC, and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all educational partners have opportunities for participation and input. EACS will survey educational partners to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.

LCAP 3.3 - Professional development in cultural awareness.  
Professional development for all staff - Keenan Safe School Training

LCAP 3.5 - EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans and Keenan Safe School Trainings.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identifying research-based strategies and professional development to provide best practices to support and improve the academic success of our students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Weekly Cabinet Meetings with Administration                      Monthly Executive Board Meetings                      Monthly Elementary and Secondary Teacher Meetings                      Monthly Department Lead Meetings                      Staff Professional Development Training By Department                      Director 1:1 Quarterly Meetings with the Executive Director                      SWOT Analysis By Department - Presented By Directors and Principals                      Admissions, Compliance, and Individual Department Weekly Meetings</p>	<p>Weekly Cabinet Meetings with Administration                      Monthly Executive Board Meetings                      Monthly Elementary and Secondary Teacher Meetings                      Monthly Department Lead Meetings                      Staff Professional Development Training By Department                      Director 1:1 Quarterly Meetings with the Executive Director                      SWOT Analysis By Department - Presented By Directors and Principals                      Admissions, Compliance, and Individual Department Weekly Meetings</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>Professional Development By Department (examples)</p> <ul style="list-style-type: none"> <li>• Building Relationships with Excellence - Focus on Educational Partners</li> <li>• Elements of Excellence - Human Resources</li> <li>• SPED Overview - People and Processes/Interventions</li> <li>• Compliance Overview and Tech Training</li> <li>• Communication - Website</li> <li>• Assessment Overview</li> <li>• Weekly Communications and Levels of Support - Education Department</li> </ul> <p>EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff.</p> <p>Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc.</p> <p>SDCOE: Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings</p>	<p>Professional Development By Department (examples)</p> <ul style="list-style-type: none"> <li>• Building Relationships with Excellence - Focus on Educational Partners</li> <li>• Elements of Excellence - Human Resources</li> <li>• SPED Overview - People and Processes/Interventions</li> <li>• Compliance Overview and Tech Training</li> <li>• Communication - Website</li> <li>• Assessment Overview</li> <li>• Weekly Communications and Levels of Support - Education Department</li> </ul> <p>EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff.</p> <p>Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc.</p> <p>SDCOE: Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>

<p>YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension)</p> <p>Pryor Learning: Diversity Matters Series, Management &amp; Leadership Training, Improving Memory &amp; Productivity</p> <p>School Pathways Training - Student Information System</p> <p>CALPADS Training</p> <p>CBEDS Training</p> <p>Administration -                  ACSA Superintendent's Symposium                  ACSA Every Child Counts Symposium                  Assessment and Accountability Series                  Superintendents' and High School Leaders' Summit                  FRISK                  APLUS Network Conference - Annually                  CCSA Conference - Annually                  CSDC Leadership Conference - Annually                  CTE Conference - Annually                  SELPA                  UC Counselor Conference                  Student Mental Wellness Conference                  CCEMC Dual Enrollment Summit</p> <p>All Staff -                  Keenan Safe School Training</p>	<p>YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension)</p> <p>Pryor Learning: Diversity Matters Series, Management &amp; Leadership Training, Improving Memory &amp; Productivity</p> <p>School Pathways Training - Student Information System</p> <p>CALPADS Training</p> <p>CBEDS Training</p> <p>Administration -                  ACSA Superintendent's Symposium                  ACSA Every Child Counts Symposium                  Assessment and Accountability Series                  Superintendents' and High School Leaders' Summit                  FRISK                  APLUS Network Conference - Annually                  CCSA Conference - Annually                  CSDC Leadership Conference - Annually                  CTE Conference - Annually                  SELPA                  UC Counselor Conference                  Student Mental Wellness Conference                  CCEMC Dual Enrollment Summit</p> <p>All Staff -                  Keenan Safe School Training</p>	
<p>Parent Education - Professional Development for Parents/Guardians</p> <ul style="list-style-type: none"> <li>• Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A)</li> <li>• Virtual Training Sessions (i.e. academics, community building, assessments)</li> <li>• Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team)</li> <li>• Elementary and Secondary PDs for Parents (i.e. counseling information, graduation, standards, curriculum)</li> </ul>	<p>Parent Education - Professional Development for Parents/Guardians</p> <ul style="list-style-type: none"> <li>• Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A)</li> <li>• Virtual Training Sessions (i.e. academics, community building, assessments)</li> <li>• Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team)</li> <li>• Elementary and Secondary PDs for Parents (i.e. counseling information, graduation, standards, curriculum)</li> </ul>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>

SSC, ELAC, and PAC Meetings	SSC, ELAC, and PAC Meetings	
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	LCAP 1.4 - The Executive Director will work with Administration to survey staff and stakeholders to define relevant staff development opportunities and training related to meeting the needs of Tier III students. Research will be conducted on what training is the most relevant based on data and needs assessments. Prior to the start of school, teachers received training on tips and tricks within Google, best practices for project and time management, pacing curriculum, and updates on the platform for our ordering system, OPS. In addition, teachers were instructed on how to find important high school resources in our Shared Drive, how to utilize TurnitIn to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready benchmarks assessments in math and reading. This included updates on how to best support and monitor students using i-Ready, MobyMax, and ReadLive, the online programs used to support these struggling students.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	50,831 Other  Professional Development 0 Title II Part A: Improving Teacher Quality  Professional Development
2.2	LCAP 2.5, 3.3, and 3.5 - All EACS employees are required to participate in Keenan Safe School Trainings each year. Trainings are related to the specific roles of each employee.	All Students	393 LCFF  Safe School Trainings
2.3	LCAP 3.3 - Ensuring and supporting the academic success of all students which includes academic and wellness checks with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. The high school counselors and Intervention Coordinator provide academic interventions and social emotional mental health counseling for identified students as needed through in person or virtual meetings, collaboration, shared information, webinars, and community resources. The EACS team attends professional development to learn best practices (referenced under annual Measurable Outcomes).	All Students	37,083 LCFF  Professional Development 14,736 Title II Part A: Improving Teacher Quality  Professional Development

## Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 - Strategy/Activity 2.1, 2.2, and 2.3

The overall implementation and effectiveness of the strategies and activities that were in place exceeded our standards. The ongoing professional development and training focused on all of our students needs and impacted the at promise students greatly. In the spring of 2024, we analyzed the collected internal assessment data and saw an improvement in student achievement with our Tier III population of WIN (What I Need) students. EACS aimed at bringing about instructional change which resulted in improved student achievement across all grade levels. Repeated measure analysis results indicated significant changes in providing effective feedback and encouraging student ownership of learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Monitoring and Support of Students

Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation. - What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Excel Academy Charter School (EACS) will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments. Goal 3 is aligned with actions 1.3, 1.7, 1.8, 2.1, 2.2, 3.2, 4.2, and 4.3 of the LCAP.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve the academic achievement of at promise students, including other unduplicated student groups, as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate: 2022	Graduation Rate: 2023	Graduation Rate: 2024
95%	90% - small cohort	State will input percentage (exceed percentage by 2% - goal is 100% grad rate)

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	LCAP 4.2, and 4.3 - Teachers monitor their high school students for progress on courses through ongoing communication, course pacing guides, curriculum completion, and documentation of standards met. Report cards are given at each semester. Weekly office hours and webinars are provided to all identified students. Students are required to take the i-Ready internal benchmark assessments for ongoing progress monitoring.	All High School Students	175,104 LCFF  Teachers and Broad Course of Study
3.2	LCAP 1.3 and 2.1 - School and student data are monitored through School Pathways ( EACS'	All Students	1,056,875 LCFF



	<p>student information system) to ensure student credit completion is on target for graduation. The data is used to identify when and where interventions should be applied to prevent students from falling off track for graduation. Utilizing this data, the high school and counseling department closely monitors students through monthly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four year plan to ensure credit completion, strategies for graduation, information for accessing career pathways, and School Support Team (SST) meetings. Through ongoing participation in continued education, professional development, and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified students.</p>		School Pathways and Salaries
3.3	<p>LCAP 1.3 and 1.7 - The Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, makes sure that all of the needs of our at-promise population are being met. The Intervention Coordinator, along with the support of the Intervention Department will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney-Vento, Home Language Survey, and other school surveys, EACS identifies the needs of our student population and ensure that our foster youth, English Learners, low-income students, and students with disabilities are receiving the support they need.</p>	<p>Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities</p>	<p>62,032 Title I, Part A  Intervention Department Coordinator/Teachers 3,244 Other  Intervention Department Coordinator/Teachers</p>
3.4	<p>LCAP 2.2 - The Intervention Department provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. Evidence-based interventions are implemented that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions. The school's Intervention Coordinator utilizes a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.</p>	<p>Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities</p>	<p>20,099 Title I, Part A  Intervention Department Salaries 79,121 LCFF  Intervention Department Salaries</p>
3.5	<p>LCAP 3.2 - The high school counselors support the growing mental, social, and emotional needs of our students. We significantly increased our services to at-promise students by the addition of a High School Counselor who can provide 1:1 counseling for students in need. In addition, EACS has implemented Care Solace which is a mental health care coordination service for all students.</p>	<p>All Students</p>	<p>253,994 LCFF  Mental Health and Social and Emotional Well Being - High School Counselors</p>
3.6	<p>LCAP 1.8 - EACS meets with Parsec Education monthly to review desegregated state and local assessment data, monitor the impact of contiguous</p>	<p>All Students</p>	<p>5,526 Other</p>



enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth.		Data Analysis
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from fall to spring.

Goal 3, Strategy/Action 3.1: EACS ensured progress monitoring, ongoing communication, course pacing guides, documentation of standards met, and office hours to support student achievement.

Goal 3, Strategy/Action 3.2: EACS' student data was effectively monitored through the student information system to ensure student credit completion was on target for graduation.

Goal 3, Strategy/Action 3.3: EACS' Title 1 Coordinator/Homeless Liaison focused on making sure that all of the needs of the at-risk population were met.

Goal 3, Strategy/Action 3.4: EACS' Intervention Coordinator lead SSTs, supported struggling students, and monitored the effectiveness of the intervention program making adjustments as needed to meet the needs of every student.

Goal 3, Strategy/Action 3.5: EACS' High School Counselors supported the growing mental, social, and emotional student needs through 1:1 counseling and through the implementation of Care Solace.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions. Strategy/activity 3.6 was added to include the partnership with Parsec Education to review desegregated state and local assessment data, monitor the impact of contiguous enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$106,867
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$9,186,646.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I, Part A	\$82,131.00
Title II Part A: Improving Teacher Quality	\$14,736.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$106,867.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$7,742,341.00
Local Categorical	\$76,000.00
None Specified	\$0.00
Other	\$1,261,438.00

Subtotal of state or local funds included for this school: \$9,079,779.00

Total of federal, state, and/or local funds for this school: \$9,186,646.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF	7,742,341.00
Local Categorical	76,000.00
None Specified	0.00
Other	1,261,438.00
Title I, Part A	82,131.00
Title II Part A: Improving Teacher Quality	14,736.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	607,544.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	7,742,341.00
	Local Categorical	76,000.00
	None Specified	0.00
	Other	1,261,438.00
	Title I, Part A	82,131.00
	Title II Part A: Improving Teacher Quality	14,736.00
	Title IV Part A: Student Support and Academic Enrichment	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	7,427,608.00
Goal 2	103,043.00
Goal 3	1,655,995.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

Name of Members	Role
Jennifer Craig - Director of Operations and Accountability	Other School Staff
Tamara Murphy	Other School Staff
Lorrie Wood	Principal
April Saade	Principal
Julie Boswell	Classroom Teacher
Amanda Haas	Classroom Teacher
Elizabeth Munoz	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Reviewed with Cabinet and Business Services

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/21/2024.

Attested:

	Principal, Jennifer Craig, Director on 11/21/2024
	SSC Chairperson, Tamara Murphy on 11/21/2024

## Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.



For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

### **Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## **Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

### **Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

### **Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)



1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Year: **2024-25**



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excel Academy Charter School - Warner	California	November 21, 2024	December 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Excel Academy Charter School - Warner for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.



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## Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Excel Academy Charter School - Warner for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

### Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Excel Academy Charter School's School Plan for Student Achievement (SPSA) is aligned with the Local Control and Accountability Plan and the Learning Continuity and Attendance Plan. Our school plan for student achievement is focused on providing students with academic support to ensure that our students have a fair, equal, and significant opportunity to obtain a high-quality, equity based education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Our goals are aligned with our LCAP goals: Goal 1: Increasing student academic achievement; Goal 2: Promote student engagement, high average daily attendance, and a positive school climate; Goal 3: Increase family, community connections and partnerships; Goal 4: Ensure students are on track to graduate.

Based on the 21/22 enrollment, due to our large concentration of 250 out of 612 students ( 40.8% ) Socioeconomically Disadvantaged enrollment, Excel Academy Charter School qualified for Title I, Part A funds to assist in meeting students' educational goals.

Evaluating the effectiveness of the Title I SWP plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion, monitoring and support from the leadership team, and the Schoolsite Council (SSC).

The LCAP input survey and annual review of the LCAP goals and action steps/services will be monitored annually.

Schoolsite Council (SSC) Meeting to review and approve SPSA: 11/21/2024

SPSA Governing Board Approval: 12/12/2024

Educational Partners Input Survey: 3/2025

Schoolwide Input Survey: 6/2025

Governing Board SWP Waiver: 12/09/21

LCAP Alignment, Annual Review, SSC Input: 5/22/2025

LCAP Governing Board Public Meeting for Input: 6/2025

LCAP Governing Board Public Meeting for Approval: 6/2025

LCAP Budget Overview for Parents: 6/2025

## Educational Partner Involvement

How, when, and with whom did Excel Academy Charter School - Warner consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's Title I status and Title I policies:

Schoolsite Council (SSC) Meeting 9/26/2024

Support with the alignment of the Title I plan, the LCAP was provided by the Director of Operations and Accountability

SSC Meeting to review and approve SPSA: 9/26/2024 (review), 11/21/2024 (review and approve)

Governing Board Meeting to present the SPSA: 12/12/2024

English Learner Advisory Council (ELAC) Meeting: 11/20/2024

Title I Parent and School Compact Board approved: Adopted 5/14/2020 - updated and board approved on 12/14/2023

Family and Parent Engagement Policy approved: Adopted 5/14/2020 - updated and board approved on 3/14/2024

To ensure parents have the opportunity to provide input, communication of the following meetings (i.e. SSC, ELAC, Board Meetings) is shared through a variety of platforms, such as the school website, school social media, Beehively,

email reminders, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, computer, or technology devices.

In addition, all educational partners are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Schoolsite Council (SSC), and Parent Advisory Council (PAC) meetings. Invitations are sent from the teacher, and through Beehively and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. Many of these presentations are recorded and posted on the website under the accountability heading. The PAC meeting is held in conjunction with the Parent Power-Up which is a parent education event with sessions pertaining to parent/student academic support.

EACS collected parent survey feedback to assess family needs and address them. In addition, EACS created an easily accessible form on our website where families can request support. Through Beehively, all documents can be translated into Spanish immediately. Translation in any other language is provided upon request.

The ELAC meeting was held on November 20, 2024 and the SSC meeting was held on November 21, 2024 to review, discuss, and approve the SPSA. The upcoming board meetings were announced at both meetings.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

To ensure that our students have a fair, equal, equitable, and significant opportunities to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, we frequently review and respond based on available data.

Ongoing communication between teachers, parents, and students ensure that the department leads and administrative team are aware of specific student academic, social-emotional, and mental health needs. Students are provided with the necessary interventions, supports, services, and resources based on individual needs.

The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the Executive Director then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2023 California School Dashboard state indicator of "overall performance" were blue (very high) or green (high). Graduation rate, College and Career, and English Learners were not evaluated because the total number of participating students did not meet the minimum required student count.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The 2023 California School Dashboard did not reflect any student group performing two or more performance levels below the "all student" performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The students who perform below grade level on the internal i-Ready diagnostic assessments in English Language Arts (ELA) and math are provided with live instruction and curriculum by the intervention department. The students are placed in the "What I Need" (WIN) Intervention Program and provided equity based resources and support to show growth and meet grade level expectations. EACS has completed a deep dive into the desegregated i-Ready benchmark assessments by analyzing the schoolwide data and requesting teachers to analyze the data of their own rosters. Teachers were surveyed with specific questions to answer pertaining to the outcome of the ELA and math score reports of the students on their rosters. The feedback was collected and shared in a PowerPoint presentation that was delivered to all of the teachers during a professional development session. The presentation provided powerful insight regarding the trends, celebrations, and suggestions for next steps. In addition, teachers were also provided with the CAASPP data that highlighted the outcomes of the students' performance across all grade levels and ELA and math domains for the past three years. Students are in need of additional instruction to develop skills in geometry, comprehension, and written expression. EACS is reevaluating the current test prep live instruction to ensure that students are well prepared to conquer the expectations of the ELA and math performance tasks. There is a critical need for CAST test preparation, and the assessment team is working diligently to implement live instruction as well as paper pencil options. The goal is for the collaboration amongst the staff to continue as students complete the required local and state assessments in the winter and spring. The goal is to meet the individual needs of all students, including students of all subgroups including but not limited to socioeconomically disadvantaged, English Learners (EL), and students with disabilities, by determining the best interventions, resources, and curriculum that will strengthen skills and close learning gaps.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Excel Academy Charter School - Warner. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.10%	0	0	1
African American	3.11%	2.58%	3.00%	39	27	29
Asian	14.81%	13.74%	12.62%	186	144	122
Filipino	1.83%	2.19%	2.28%	23	23	22
Hispanic/Latino	25.72%	28.82%	33.09%	323	302	320
Pacific Islander	0.16%	0.1%	0.41%	2	1	4
White	42.28%	40.46%	37.13%	531	424	359
Multiple	9.32%	9.26%	9.20%	117	97	89
<b>Total Enrollment</b>				1,256	1048	967

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	172	133	69
Grade 1	102	111	86
Grade 2	123	91	101
Grade3	124	101	92
Grade 4	126	89	85
Grade 5	102	104	79
Grade 6	103	73	87
Grade 7	91	84	68
Grade 8	110	83	68
Grade 9	65	42	59
Grade 10	48	57	42
Grade 11	50	37	58
Grade 12	40	43	35
<b>Total Enrollment</b>	1,256	1,048	967

**Conclusions based on this data:**

1. EACS will continue to prioritize focusing on enrollment and retention by providing equitable opportunities, individualized support, and best practices for all students.
2. EACS has seen a positive outcome and significant growth on state assessments from contiguous enrollment by students who have remained with EACS for 3+ years.
3. EACS offers personalized learning opportunities and virtual instruction which provides students and parents with choice and options to secure placement that best fits the individual needs of the students. The educational paths impact retention and enrollment growth.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	37	23	36	3.2%	2.9%	3.7%
Fluent English Proficient (FEP)	98	83	82	4.5%	7.8%	8.5%
Reclassified Fluent English Proficient (RFEP)	58	51	50	4.6%	4.9%	5.2%

### Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. Students are required to complete ELD curriculum and participate in live instruction to strengthen language skills and close learning gaps. EACS is seeing improvement and progress in terms of reclassification.
2. Students who are reclassified fluent English proficient are monitored for progress using the local i-Ready diagnostic benchmark assessments, pacing guides, completed coursework, and course related assessments. Students who are not meeting grade level expectations are provided interventions, resources, and additional support.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	116	103	87	110	99	85	110	99	85	94.8	96.1	97.7
Grade 4	114	94	90	110	90	87	110	90	87	96.5	95.7	96.7
Grade 5	89	96	75	85	93	73	85	93	73	95.5	96.9	97.3
Grade 6	97	77	92	89	73	86	89	73	86	91.8	94.8	93.5
Grade 7	94	85	72	93	82	70	93	82	70	98.9	96.5	97.2
Grade 8	105	85	72	101	85	70	101	85	70	96.2	100.0	97.2
Grade 11	48	37	59	48	32	56	48	32	56	100.0	86.5	94.9
All Grades	663	577	547	636	554	527	636	554	527	95.9	96.0	96.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2451.	2465.	2432.	33.64	37.37	25.88	28.18	30.30	23.53	18.18	21.21	24.71	20.00	11.11	25.88
Grade 4	2501.	2499.	2499.	39.09	40.00	35.63	22.73	23.33	27.59	20.91	14.44	17.24	17.27	22.22	19.54
Grade 5	2538.	2526.	2532.	27.06	32.26	35.62	41.18	25.81	30.14	21.18	25.81	12.33	10.59	16.13	21.92
Grade 6	2567.	2563.	2536.	29.21	27.40	19.77	38.20	41.10	32.56	24.72	19.18	26.74	7.87	12.33	20.93
Grade 7	2596.	2599.	2581.	25.81	29.27	27.14	37.63	41.46	40.00	29.03	14.63	18.57	7.53	14.63	14.29
Grade 8	2623.	2610.	2587.	37.62	30.59	25.71	34.65	35.29	31.43	18.81	25.88	27.14	8.91	8.24	15.71
Grade 11	2624.	2640.	2642.	31.25	28.13	39.29	39.58	53.13	37.50	14.58	12.50	16.07	14.58	6.25	7.14
All Grades	N/A	N/A	N/A	32.39	32.85	29.41	33.65	33.57	31.31	21.38	19.86	20.68	12.58	13.72	18.60

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	25.45	34.34	27.06	59.09	56.57	58.82	15.45	9.09	14.12
<b>Grade 4</b>	37.27	37.78	32.18	57.27	46.67	59.77	5.45	15.56	8.05
<b>Grade 5</b>	30.59	32.26	30.14	67.06	58.06	63.01	2.35	9.68	6.85
<b>Grade 6</b>	35.96	31.51	27.91	55.06	56.16	54.65	8.99	12.33	17.44
<b>Grade 7</b>	33.33	26.83	31.43	56.99	68.29	54.29	9.68	4.88	14.29
<b>Grade 8</b>	39.60	30.59	32.86	51.49	57.65	51.43	8.91	11.76	15.71
<b>Grade 11</b>	45.83	31.25	41.07	41.67	56.25	53.57	12.50	12.50	5.36
<b>All Grades</b>	34.59	32.31	31.31	56.45	57.04	56.74	8.96	10.65	11.95

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	20.91	27.27	18.82	60.00	50.51	50.59	19.09	22.22	30.59
<b>Grade 4</b>	20.91	21.11	20.69	60.91	57.78	58.62	18.18	21.11	20.69
<b>Grade 5</b>	24.71	21.51	24.66	60.00	59.14	53.42	15.29	19.35	21.92
<b>Grade 6</b>	24.72	16.44	15.12	60.67	63.01	59.30	14.61	20.55	25.58
<b>Grade 7</b>	31.18	37.80	22.86	54.84	50.00	62.86	13.98	12.20	14.29
<b>Grade 8</b>	35.64	23.53	25.71	51.49	62.35	50.00	12.87	14.12	24.29
<b>Grade 11</b>	33.33	34.38	39.29	47.92	56.25	50.00	18.75	9.38	10.71
<b>All Grades</b>	26.73	25.27	22.96	57.23	56.86	55.22	16.04	17.87	21.82

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	21.82	16.16	18.82	63.64	74.75	70.59	14.55	9.09	10.59
<b>Grade 4</b>	16.36	16.67	16.09	77.27	74.44	74.71	6.36	8.89	9.20
<b>Grade 5</b>	18.82	18.28	21.92	77.65	74.19	65.75	3.53	7.53	12.33
<b>Grade 6</b>	23.60	27.40	13.95	71.91	65.75	68.60	4.49	6.85	17.44
<b>Grade 7</b>	21.51	15.85	27.14	77.42	78.05	70.00	1.08	6.10	2.86
<b>Grade 8</b>	25.74	24.71	18.57	72.28	70.59	75.71	1.98	4.71	5.71
<b>Grade 11</b>	22.92	18.75	14.29	75.00	75.00	80.36	2.08	6.25	5.36
<b>All Grades</b>	21.38	19.49	18.60	73.27	73.29	71.92	5.35	7.22	9.49

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	30.91	31.31	18.82	48.18	57.58	67.06	20.91	11.11	14.12
<b>Grade 4</b>	23.64	24.44	21.84	65.45	64.44	68.97	10.91	11.11	9.20
<b>Grade 5</b>	21.18	16.13	26.03	71.76	62.37	60.27	7.06	21.51	13.70
<b>Grade 6</b>	22.47	28.77	11.63	68.54	58.90	74.42	8.99	12.33	13.95
<b>Grade 7</b>	25.81	25.61	20.00	63.44	68.29	68.57	10.75	6.10	11.43
<b>Grade 8</b>	31.68	41.18	24.29	62.38	50.59	68.57	5.94	8.24	7.14
<b>Grade 11</b>	20.83	34.38	30.36	58.33	59.38	64.29	20.83	6.25	5.36
<b>All Grades</b>	25.79	28.16	21.25	62.42	60.29	67.74	11.79	11.55	11.01

**Conclusions based on this data:**

1. EACS works diligently to ensure that our students meet the participation requirement set by the state on the CAASPP assessments. For three consecutive years, EACS has exceeded the 95% required participation set by the state. In 2024, 96.3% of all students completed the ELA CAASPP assessments.
2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners. EACS recognizes the need to focus on developing comprehension and written expression.
3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and live writing instruction in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	116	103	87	109	100	85	109	100	85	94.0	97.1	97.7
<b>Grade 4</b>	114	94	90	110	90	88	110	90	88	96.5	95.7	97.8
<b>Grade 5</b>	89	96	75	85	94	74	85	94	74	95.5	97.9	98.7
<b>Grade 6</b>	97	77	92	90	73	86	90	73	86	92.8	94.8	93.5
<b>Grade 7</b>	94	85	72	93	82	70	93	82	70	98.9	96.5	97.2
<b>Grade 8</b>	105	85	72	101	85	70	101	85	70	96.2	100.0	97.2
<b>Grade 11</b>	48	37	59	48	32	56	48	32	56	100.0	86.5	94.9
<b>All Grades</b>	663	577	547	636	556	529	636	556	529	95.9	96.4	96.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	2456.	2470.	2446.	33.94	34.00	29.41	28.44	36.00	27.06	15.60	19.00	21.18	22.02	11.00	22.35
<b>Grade 4</b>	2485.	2503.	2497.	21.82	33.33	29.55	30.00	27.78	31.82	28.18	25.56	21.59	20.00	13.33	17.05
<b>Grade 5</b>	2528.	2509.	2520.	25.88	22.34	24.32	24.71	20.21	25.68	34.12	29.79	22.97	15.29	27.66	27.03
<b>Grade 6</b>	2557.	2559.	2532.	31.11	31.51	25.58	20.00	24.66	19.77	26.67	23.29	20.93	22.22	20.55	33.72
<b>Grade 7</b>	2591.	2581.	2591.	33.33	30.49	28.57	24.73	18.29	34.29	30.11	34.15	22.86	11.83	17.07	14.29
<b>Grade 8</b>	2615.	2590.	2576.	39.60	29.41	30.00	18.81	27.06	11.43	21.78	20.00	25.71	19.80	23.53	32.86
<b>Grade 11</b>	2581.	2600.	2613.	10.42	18.75	19.64	27.08	28.13	21.43	25.00	21.88	35.71	37.50	31.25	23.21
<b>All Grades</b>	N/A	N/A	N/A	29.40	29.50	27.03	24.84	26.08	24.76	25.63	25.00	23.82	20.13	19.42	24.39

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.70	33.00	31.76	40.37	53.00	48.24	22.94	14.00	20.00
Grade 4	22.73	35.56	34.09	56.36	41.11	43.18	20.91	23.33	22.73
Grade 5	23.53	19.15	22.97	57.65	48.94	45.95	18.82	31.91	31.08
Grade 6	30.00	34.25	23.26	43.33	39.73	40.70	26.67	26.03	36.05
Grade 7	34.41	29.27	35.71	54.84	51.22	42.86	10.75	19.51	21.43
Grade 8	40.59	35.29	27.14	44.55	38.82	42.86	14.85	25.88	30.00
Grade 11	16.67	21.88	23.21	52.08	40.63	50.00	31.25	37.50	26.79
All Grades	30.35	30.40	28.54	49.53	45.50	44.61	20.13	24.10	26.84

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.04	44.00	32.94	35.78	46.00	49.41	20.18	10.00	17.65
Grade 4	29.09	37.78	35.23	46.36	46.67	48.86	24.55	15.56	15.91
Grade 5	25.88	27.66	24.32	57.65	46.81	58.11	16.47	25.53	17.57
Grade 6	30.00	26.03	18.60	53.33	53.42	51.16	16.67	20.55	30.23
Grade 7	27.96	24.39	28.57	59.14	62.20	65.71	12.90	13.41	5.71
Grade 8	39.60	29.41	27.14	48.51	58.82	51.43	11.88	11.76	21.43
Grade 11	18.75	21.88	21.43	56.25	62.50	58.93	25.00	15.63	19.64
All Grades	32.08	31.47	27.22	50.00	52.52	54.25	17.92	16.01	18.53

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.61	35.00	27.06	57.80	59.00	58.82	15.60	6.00	14.12
Grade 4	23.64	35.56	29.55	51.82	48.89	52.27	24.55	15.56	18.18
Grade 5	20.00	19.15	21.62	67.06	60.64	60.81	12.94	20.21	17.57
Grade 6	31.11	24.66	23.26	53.33	64.38	55.81	15.56	10.96	20.93
Grade 7	25.81	20.73	21.43	66.67	65.85	64.29	7.53	13.41	14.29
Grade 8	30.69	23.53	27.14	55.45	61.18	51.43	13.86	15.29	21.43
Grade 11	10.42	12.50	17.86	70.83	53.13	62.50	18.75	34.38	19.64
All Grades	25.16	25.90	24.39	59.28	59.35	57.66	15.57	14.75	17.96

**Conclusions based on this data:**

- EACS works diligently to ensure that we meet the participation requirement set by the state on the CAASPP assessments. For three consecutive years, EACS has exceeded the 95% required participation set by the state. In 2024, 96.7% of all students completed the math CAASPP assessments.

2. EACS continues to analyze the data across all grade levels and domains to ensure that all students are receiving the proper interventions and resources to progress and ultimately improve test scores. EACS department leads and teachers collaborate to find potential patterns, trends, and areas to focus on that will assist in program planning and restructuring. The ultimate goal is to provide the necessary individualized support for all students to strive to be lifelong learners.
3. EACS students are offered opportunities for test preparation which includes, for example, state online practice tests, grade level assignments geared to the state standards, and live writing instruction in mathematics.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	*	*	*	*	*	*	*	*	10	*	9
<b>1</b>	*	*	*	*	*	*	*	*	*	*	5	*
<b>2</b>	*	*	*	*	*	*	*	*	*	5	5	4
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	7
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	6
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	6
<b>7</b>	*	*		*	*		*	*		*	*	
<b>8</b>	*		*	*		*	*		*	*		*
<b>11</b>		*	*		*	*		*	*		*	*
<b>12</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>										31	26	42



Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	45.16	19.23	38.10	32.26	53.85	42.86	16.13	15.38	14.29	6.45	11.54	4.76	31	26	42

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	64.52	50.00	54.76	19.35	23.08	28.57	9.68	19.23	11.90	6.45	7.69	4.76	31	26	42

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	29.03	7.69	26.19	29.03	38.46	38.10	35.48	46.15	23.81	6.45	7.69	11.90	31	26	42

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
<b>All Grades</b>	48.39	53.85	52.38	48.39	34.62	40.48	3.23	11.54	7.14	31	26	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
All Grades	67.74	50.00	59.52	25.81	30.77	30.95	6.45	19.23	9.52	31	26	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
All Grades	25.81	7.69	23.81	51.61	76.92	61.90	22.58	15.38	14.29	31	26	42

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
<b>All Grades</b>	41.94	15.38	38.10	54.84	73.08	50.00	3.23	11.54	11.90	31	26	42

**Conclusions based on this data:**

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. EACS is seeing improvement and progress in terms of reclassification each year.
2. English Learners are required to participate in ELD curriculum and live instruction to build reading, writing, listening, and speaking skills.
3. The intervention department teachers walk the students through the practice tests provided by the state to ensure the students are acclimated to the organization of the assessments, are familiar with the type of test questions, and can navigate the computer.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1048</b>	<b>39.1</b>	<b>2.2</b>	<b>0.1</b>
Total Number of Students enrolled in Excel Academy Charter School - Warner.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	2.2
Foster Youth	1	0.1
Homeless		
Socioeconomically Disadvantaged	410	39.1
Students with Disabilities	98	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	2.6
Asian	144	13.7
Filipino	23	2.2
Hispanic	302	28.8
Two or More Races	97	9.3
Pacific Islander	1	0.1
White	424	40.5

**Conclusions based on this data:**

1. EACS continues to focus on attendance, retention, and providing instruction that is equitable for all students groups.



# School and Student Performance Data

## Overall Performance






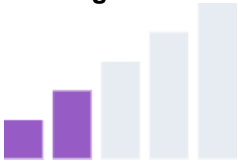
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green	<b>Chronic Absenteeism</b>  Blue	
<b>College/Career</b>  Low		

### Conclusions based on this data:

- For the past three years, EACS students participated in the CAASPP assessments and have exceeded the participation requirement set by the state. As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success.



Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.

2. As part of the LCAP goals, EACS continues to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication to ensure low chronic absenteeism and zero suspension. With effective intervention and support, EACS ensures that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.
3. As part of the LCAP goals, EACS ensures that effective programs are in place to ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners is in place to help ensure proper support to prepare high school students for required internal and state assessments.

# School and Student Performance Data

## Academic Performance English Language Arts

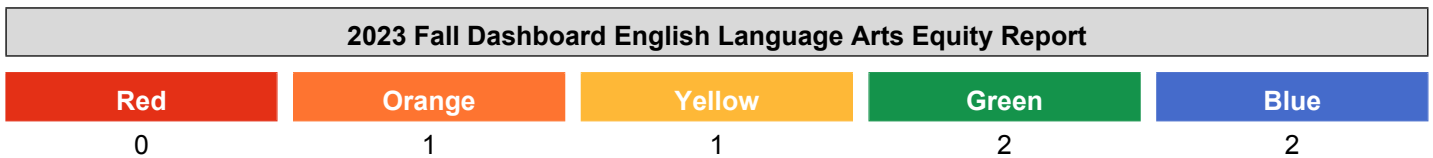
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 40.6 points above standard Increased +3.3 points 515 Students	<b>English Learners</b> 3.2 points below standard Decreased -5.2 points 29 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Green 26.5 points above standard Maintained +2.7 points 222 Students	<b>Students with Disabilities</b>  Orange 29.7 points below standard Maintained +0.3 points 55 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p> <p>7.1 points above standard</p> <p>Decreased Significantly - 15.4 points</p> <p>17 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Asian</b></p>  <p>Blue</p> <p>89.5 points above standard</p> <p>Increased +9.4 points</p> <p>67 Students</p>	<p><b>Filipino</b></p> <p>116.3 points above standard</p> <p>Increased Significantly +45.7 points</p> <p>16 Students</p>
<p><b>Hispanic</b></p>  <p>Yellow</p> <p>6.7 points above standard</p> <p>Decreased -10 points</p> <p>147 Students</p>	<p><b>Two or More Races</b></p>  <p>Blue</p> <p>59.6 points above standard</p> <p>Increased +12.6 points</p> <p>50 Students</p>	<p><b>Pacific Islander</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>42.7 points above standard</p> <p>Increased +11.7 points</p> <p>207 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Reclassified English Learners</b></p> <p>39.6 points above standard</p> <p>Increased Significantly +22.7 points</p> <p>20 Students</p>	<p><b>English Only</b></p> <p>40.2 points above standard</p> <p>Increased +4.9 points</p> <p>460 Students</p>

**Conclusions based on this data:**

- As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.
- In terms of students with disabilities testing 29.7 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 55 students with disabilities who took the ELA assessment out of 515 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support continued growth among our population of SWD.
- The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed

to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.

# School and Student Performance Data

## Academic Performance Mathematics

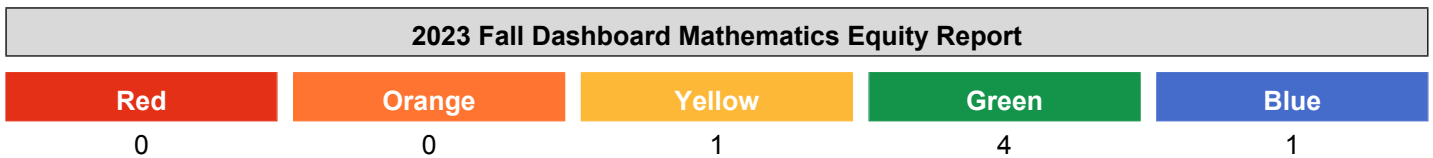
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 15.4 points above standard Increased +5.8 points 517 Students	<p><b>English Learners</b></p> <p>7.8 points below standard Increased Significantly +25.4 points 29 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Green 3.1 points below standard Increased +4.8 points 222 Students	<p><b>Students with Disabilities</b></p>  Yellow 47.8 points below standard Increased Significantly +20.9 points 55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p><b>African American</b></p> <p>24.7 points below standard</p> <p>Decreased Significantly - 28.6 points</p> <p>17 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Asian</b></p>  <p>Blue</p> <p>75.8 points above standard</p> <p>Increased +11 points</p> <p>67 Students</p>	<p><b>Filipino</b></p> <p>93.1 points above standard</p> <p>Increased Significantly +32.6 points</p> <p>16 Students</p>
<p><b>Hispanic</b></p>  <p>Green</p> <p>19.7 points below standard</p> <p>Increased +7.2 points</p> <p>149 Students</p>	<p><b>Two or More Races</b></p>  <p>Green</p> <p>25.6 points above standard</p> <p>Increased +12 points</p> <p>50 Students</p>	<p><b>Pacific Islander</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>15.8 points above standard</p> <p>Increased +9.6 points</p> <p>207 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Reclassified English Learners</b></p> <p>2.6 points below standard</p> <p>Maintained +2.8 points</p> <p>20 Students</p>	<p><b>English Only</b></p> <p>14.4 points above standard</p> <p>Increased +4.4 points</p> <p>462 Students</p>

**Conclusions based on this data:**

- As part of the LCAP goals, EACS continues to analyze the data across all grade levels, domains, and student groups to ensure that all students are receiving equity based instruction and the proper interventions and resources to progress and ultimately improve test scores. EACS provides intensive, individualized support to all students who have fallen below grade level and face significant challenges to success. Based on the desegregated data, the administration and leadership team analyze the programs, policies, and procedures in place to ensure they are aligned with the school's mission, vision, and best practices.
- In terms of students with disabilities testing 47.8 points below standard, the students who are testing year over year are not necessarily the same students. Since the ultimate goal is for our students with disabilities to show significant growth to no longer need an IEP, the population of students and their individual needs change from year to year. There are 55 students with disabilities who took the math assessment out of 517 test takers. EACS provides a full continuum of structured live academic support groups to students with identified disabilities. This allows our instructional staff to address specific sub-areas of academic need in both ELA and math, and helps to maintain progress and support continued growth among our population of SWD.
- The EACS administrators, leadership team, and teachers recognize that there is a significant need to focus on developing writing skills for all students in preparation for the ELA and math performance tasks. Students need to be able to show problem solving and critical thinking skills in mathematics, apply knowledge and skills across standards in both ELA and mathematics, and be able to research and articulate their thoughts in essays that are organized with proper grammar and mechanics. Students in third grade are testing for the first time who have never been exposed

to this type of assessment. It is critical for EACS to encourage all students to participate in the live performance task instruction so students can practice their writing skills and have the teachers evaluate their strengths and needs in order to progress on the ELA and math assessments.



# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
38.5% making progress towards English language proficiency
Number of EL Students: 13 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	4	1	4

#### Conclusions based on this data:

1. EACS continues to provide the necessary support, interventions, and resources for English Learners to progress in language fluency and become reclassified. Individual student progress is monitored and interventions are in place.
2. Based on the internal desegregation of EL performance on both mathematics and ELA, students need the weekly live instruction to strengthen their listening and speaking skills in order to express their ideas, build confidence, and improve their comprehension, vocabulary, and pronunciation. These skills are reflected in their communication, interpretation, critical thinking, and how they express themselves and show understanding.
3. The cohort of EL students did not meet the minimum requirement for the data to be highlighted on the dashboard.

# School and Student Performance Data

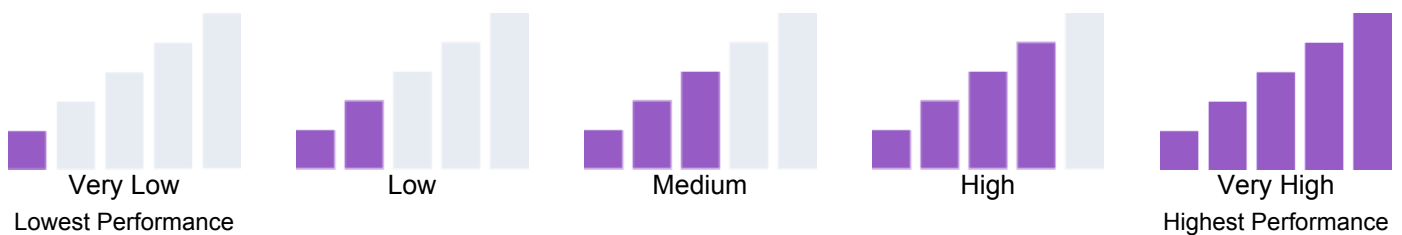
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

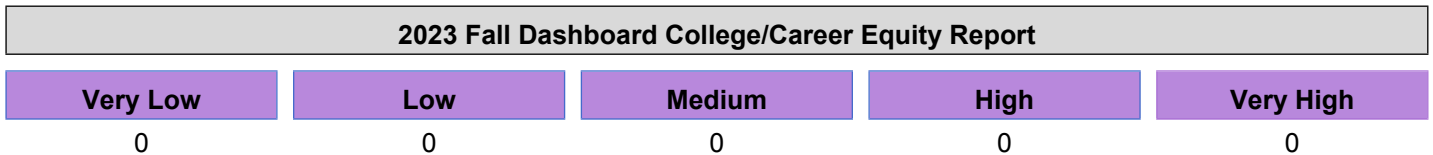
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**

<p><b>All Students</b></p> <p>31.8 Prepared 44 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students 1 Student</p>	<p><b>Foster Youth</b></p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>34.6 Prepared 26 Students</p>	<p><b>Students with Disabilities</b></p> <p>Less than 11 Students 8 Students</p>

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

<p><b>African American</b></p> <p>Less than 11 Students 1 Student</p>	<p><b>American Indian</b></p> <p>0 Students</p>	<p><b>Asian</b></p> <p>Less than 11 Students 5 Students</p>	<p><b>Filipino</b></p> <p>Less than 11 Students 2 Students</p>
<p><b>Hispanic</b></p> <p>Less than 11 Students 8 Students</p>	<p><b>Two or More Races</b></p> <p>Less than 11 Students 6 Students</p>	<p><b>Pacific Islander</b></p> <p>0 Students</p>	<p><b>White</b></p> <p>31.6 Prepared 19 Students</p>

**Conclusions based on this data:**

1. There is a small cohort population of students that were not accounted for in this report.
2. As part of the LCAP, EACS maintains high expectations to ensure that all students are provided with the proper academic plan for college and career readiness.
3. EACS students choose a college or career pathway in 9th grade with choices to prepare them for college and/or career readiness. A team of teachers, counselors, and administration work together to help prepare students for their post-graduation goals.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 0.8% Chronically Absent Maintained -0.2 930 Students	0% Chronically Absent Declined -2.2 27 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 4 Students	 Blue 0.8% Chronically Absent Declined -0.6 386 Students	 Green 1.9% Chronically Absent Increased 1.1 107 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% Chronically Absent</p> <p>Maintained 0</p> <p>25 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>134 Students</p>	<p>0% Chronically Absent</p> <p>Maintained 0</p> <p>18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Blue</p> <p>1.1% Chronically Absent</p> <p>Declined -2.3</p> <p>280 Students</p>	<p></p> <p>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>101 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Green</p> <p>1.1% Chronically Absent</p> <p>Increased 0.9</p> <p>370 Students</p>

**Conclusions based on this data:**

1. EACS diligently monitors student enrollment and absenteeism. Systems of support are in place to ensure that students are attending school regularly.

# School and Student Performance Data

## Academic Engagement Graduation Rate

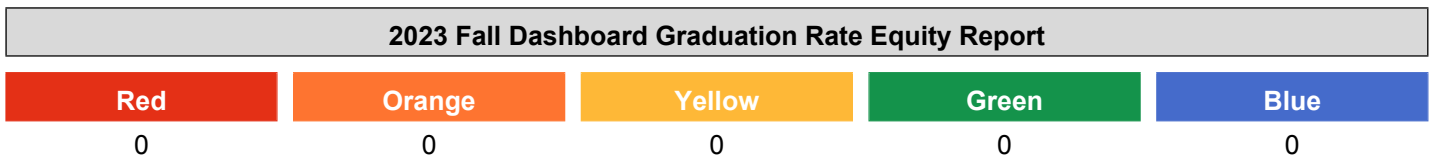
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 97.7% graduated Increased Significantly 10.2 44 Students	<b>English Learners</b> Less than 11 Students 1 Student	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b> 96.2% graduated Increased Significantly 16.2 26 Students	<b>Students with Disabilities</b> Less than 11 Students 8 Students



2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
<p><b>African American</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Asian</b></p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Filipino</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Hispanic</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Two or More Races</b></p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p>94.7% graduated</p> <p>Decreased -1.7</p> <p>19 Students</p>

**Conclusions based on this data:**

1. EACS works diligently to ensure that students are academically engaged and are meeting requirements to graduate. Systems of support are in place for students who need additional resources and interventions to be successful.
2. The small cohort of students did not meet the minimum requirement to be reflected on the dashboard.
3. The EACS team of Counselors work to ensure that each student has a 4-year plan individualized to prepare them for graduation. They maintain multiple parent and student resources including an online counselor's corner and monthly workshops and planning meetings.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

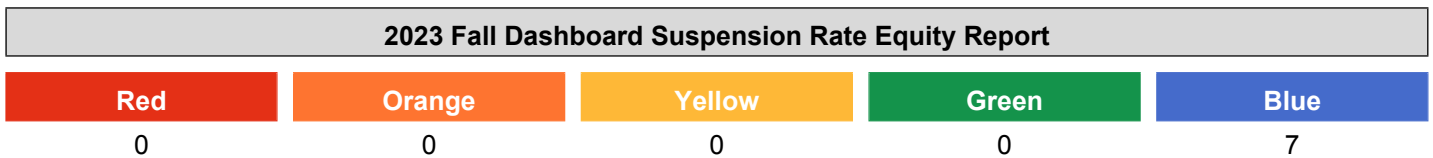
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 1160 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 31 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 4 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 491 Students</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 142 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p><b>African American</b></p> <p>0% suspended at least one day</p> <p>Maintained 0 28 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Asian</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 156 Students</p>	<p><b>Filipino</b></p> <p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p>
<p><b>Hispanic</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 345 Students</p>	<p><b>Two or More Races</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 137 Students</p>	<p><b>Pacific Islander</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>White</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 469 Students</p>

**Conclusions based on this data:**

1. EACS has zero percent suspension rate.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by employing qualified credentialed educators, and providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. EACS will provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: EACS will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 1 is aligned to various actions of the goals outlined in the LCAP - Goals 1-4

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

EACS identified the need to focus on the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities, as measured by the California School Dashboard, desegregated CAASPP, ELPAC, and i-Ready data. EACS will provide intensive and individualized monitoring of students performing below grade level in the WIN (What I Need) intervention program. Ongoing data analysis by the administrators and department leads to strategic program planning and best practices.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Students (Tier III) ELA Tier III: Decrease the percentage of students in Tier III ELA	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP 2024 - 18.6% of students did not meet state standards i-Ready 2024 Fall - 14% students are Tier III Historical year over year spring data indicates 2%+ will move to Tier II or I	Title 1 Students (Tier III) - 2+ grade levels below ELA CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in ELA
Title 1 Students (Tier III) Math Tier III: Decrease the percentage of students in Tier III Math	Title 1 Students (Tier III) - 2+ grade levels below Math	Title 1 Students (Tier III) - 2+ grade levels below Math

	<p>CAASPP 2024 - 24.39% of students did not meet state standards                  i-Ready 2024 Fall - 16% students are Tier III                  Historical year over year spring data indicates 2%+ will move to Tier II or I</p>	<p>CAASPP and i-Ready Goal - Tier III: 2% of Title III students will move into Tier II or I in ELA</p>
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>LCAP 4.4: Ensure all students have opportunity for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities. All students will have access to practice assessments, virtual test prep training provided by assigned credentialed teachers, and grade level pencil paper practice packets in math and ELA.</p>	All Students	<p>3,844 LCFF  No Cost</p>
1.2	<p>LCAP 1.3 - Tier III students are provided with academic subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth. The subscriptions are offered to students who score one or more grade levels behind in reading and/or math on the local i-Ready diagnostic assessments. These students are required to use the resources weekly to help close learning gaps.</p>	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	<p>53,010 LCFF  Subscriptions and supplemental resources</p>
1.3	<p>LCAP 3.4 and 4.3 - Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<a href="https://ies.ed.gov/ncee/wwd/FWW">https://ies.ed.gov/ncee/wwd/FWW</a>). Teachers meet with students on a regular basis to monitor, mentor, and to provide ongoing support. The Intervention and Title 1 Coordinator will monitor and support targeted students as well. EACS properly vets all newly hired Content and Community Providers to ensure standards alignment and safety for our students. EACS provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Leadership reviews and strengthens the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.</p>	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	<p>904,956 LCFF  Instruction and Curriculum</p>
1.4	<p>EACS will continue to streamline communication with Title I parents, translate documents as needed, and provide pertinent information during ELAC meetings while encouraging engagement and collaboration. At this time, EACS is below the 15% threshold that requires translations; however, all posts on Beehively can be immediately translated into Spanish. Translated information and updates in other home languages are available to</p>	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities.	<p>32,550 LCFF  Translation Services and Beehively</p>

	<p>parents/guardians of English Learners upon request.</p> <p>LCAP Goal 2.3 - Educational Partner Communication - Beehively, school website, and social media platforms</p> <p>LCAP Goal 3:1 EACS will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making for policy and program improvement.</p>		
<b>1.5</b>	<p>LCAP 1:8: Every student in grades K-12 have an i-Ready account. i-Ready is the internal benchmark assessment administered in the fall, winter, and spring. Students scoring an eighth grade level or below are provided personalized lessons within the domains of math and ELA. The completion of i-Ready lessons are one of the interventions in place for students who are one or more grade levels behind their current grade level.</p>	All Students	<p>21,341 LCFF</p> <p>Curriculum Associates - i-Ready</p>
<b>1.6</b>	<p>LCAP 1.3 - Schoolwide subscriptions are provided to all students as additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.</p>	All Students	<p>0 LCFF</p> <p>Schoolwide Subscriptions</p>
<b>1.7</b>	<p>LCAP 1.3 - Research-based English Language Development (ELD) curriculum is provided for English Learner (EL) students. The ELD curriculum addresses the diverse needs of EL students through a flexible approach to learning. EL students are required to complete online ELD curriculum and live instruction with an assigned credentialed teacher. The live sessions are specifically geared to building English language fluency in reading, writing, listening, and speaking. EL students are encouraged to complete the Summative ELPAC practice tests in preparation for testing in the spring.</p>	English Learner (EL) Students	<p>69,600 LCFF</p> <p>ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation 10,573 LCFF</p> <p>ELD Curriculum and Live Instruction/Credentialed Teacher Annual Allocation</p>
<b>1.8</b>	<p>LCAP 1.3, 3.6 - Bilingual teachers support families that speak another home language and provide translation when needed. Bilingual teachers provide increased and improved services for our English Learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.</p>	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	<p>109,663 LCFF</p> <p>Bilingual Teachers</p>
<b>1.9</b>	<p>LCAP 1.3, 4.1, and 4.6 - Career and Technical Education classes are offered to support high school students in various pathways. EACS expands A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.</p>	All High School Students	<p>34,172 LCFF</p> <p>Career and Technical Education and A-G Courses 0 Other</p> <p>Career and Technical Education and A-G Courses</p>

1.10	LCAP 2.4 - Technological devices, hotspots, internet service connectivity, and access to Zoom are provided in order to facilitate communication between families and teachers during virtual learning.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	15,500 Other Hotspots, Internet Connectivity, and Zoom 10,000 Title IV Part A: Student Support and Academic Enrichment  Technology Needs for Providing Curriculum and Instructional Student Support
1.11	LCAP 1.3 - Necessary office supplies and equipment have been ordered and shipped to staff members so they can effectively work in a remote setting.	All Students	62,000 LCFF  Office Supplies and Equipment
1.12	LCAP 2.4 - Laptops, webcams, and document cameras, are provided for working remotely and providing curriculum instruction and student support.	All Students	46,500 LCFF  Technology Needs for Providing Curriculum and Instructional Student Support 0
1.13	LCAP 1.5 - Parent training is provided through the annual Parent Summit, educational webinars, created training videos, and in person events to ensure that parents have the tools they need to teach their children and access all available school resources.	All Students	0 None Specified  No Cost
1.14	LCAP 1.3 - All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content (i.e. online courses, credit recovery, core programs, supplemental curriculum and materials supporting Common Core Standards, extended school year, curriculum aligned to Common Core, English Language Development (ELD) curriculum).		8,021,532 LCFF  Broad Course of Study 2,127,049 Other  Broad Course of Study 124,000 Local Categorical  Broad Course of Study 176,754 Other  Broad Course of Study

## Annual Review



**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

As a result of implementing the following actions, Excel Academy was successful and effective in meeting the needs of all students in grades TK-12. Based on the i-Ready collected data, student progress and growth were observed in both ELA and math. Students performing below grade level expectations were provided with the necessary interventions, live instruction, resources, supplements, support, and guidance to assist in closing learning gaps.

LCAP Goal 1 - Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Goal 1, Strategy/Activity 1: EACS ensured that all students have opportunities for intensive CAASPP preparations specifically low income, English learners, foster youth, and students with disabilities.

Goal 1, Strategy/Activity 2 and 6: EACS ensured that tier III students were provided with subscriptions that are specific to their individual needs to help to close learning gaps and to assist with progress and growth.

Goal 1, Strategy/Activity 3: EACS created small, personalized communities to facilitate monitoring and support.

Goal 1, Strategy/Activity 4: EACS streamlined communication with Title 1 parents, translated documents as needed, developed an ELAC committee, implemented quarterly meetings, sent meeting reminders to EL parents, and encouraged attendance and participation by promoting cultural awareness.

Goal 1, Strategy/Activity 5: EACS ensured that every student in grades K-11 had an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. i-Ready lesson completion was an intervention for students who are one or more grade levels behind.

Goal 1, Strategy/Activity 7: EACS held EL students accountable to complete their ELD assigned lessons in reading and writing and participate in live instruction to develop speaking and listening skills.

Goal 1, Strategy/Activity 8: EACS provided translated materials in home languages upon request.

Goal 1, Strategy/Activity 9: EACS ensured that Career and Technical Education courses remained a top priority to offer to students to support high school students in various pathways.

Goal 1, Strategy/Activity 10, 11, and 12: EACS students were provided with the necessary technology and supplies to support their day to day learning. Teachers were also provided with necessary supplies to support best practices in teaching.

Goal 1, Strategy/Activity 13: EACS implemented parent training that was provided to home educators to equip them with resources, strategies, and overall knowledge on various educational topics to enhance their ability to teach and educate their students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions. Strategy/activity 1.9 was added to include the expansion of A-G completer courses and to acknowledge that all students have the opportunity to graduate as A-G completers. In addition, 1.14 was added to emphasize that all students have access to a broad course of study as indicated in the LCAP as 1.3.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Professional Development

All staff ongoing professional development and training will take place to improve student achievement with our overall student population and specifically the at-promise students and Tier III population of WIN (What I Need) intervention students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1.4: Identify and implement professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) programs. Professional development will take place through organizations such as but not limited to CSSA (California Charter School Association), CSDC (Charter School Development Center), SDCOE (San Diego County Office of Education), and APLUS+. EACS will create and execute a reflective process to determine effectiveness of the provided development opportunities. (LI, FY, EL, SWD)

LCAP 3.1 - EACS will seek parent input and assess our level of stakeholder engagement through parent participation in Learning Period (LP), English Learner Advisory Committee (ELAC), Schoolsite Council (SSC), and Parent Advisory Committee (PAC) meetings, surveys, Student Council, SARC, and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all educational partners have opportunities for participation and input. EACS will survey educational partners to define and provide relevant staff development opportunities and training related to meeting the needs of Tier III students.

LCAP 3.3 - Professional development in cultural awareness.  
Professional development for all staff - Keenan Safe School Training

LCAP 3.5 - EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans and Keenan Safe School Trainings.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identifying research-based strategies and professional development to provide best practices to support and improve the academic success of our students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Weekly Cabinet Meetings with Administration                      Monthly Executive Board Meetings                      Monthly Elementary and Secondary Teacher Meetings                      Monthly Department Lead Meetings                      Staff Professional Development Training By Department                      Director 1:1 Quarterly Meetings with the Executive Director                      SWOT Analysis By Department - Presented By Directors and Principals                      Admissions, Compliance, and Individual Department Weekly Meetings</p>	<p>Weekly Cabinet Meetings with Administration                      Monthly Executive Board Meetings                      Monthly Elementary and Secondary Teacher Meetings                      Monthly Department Lead Meetings                      Staff Professional Development Training By Department                      Director 1:1 Quarterly Meetings with the Executive Director                      SWOT Analysis By Department - Presented By Directors and Principals                      Admissions, Compliance, and Individual Department Weekly Meetings</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>
<p>Professional Development By Department (examples)</p> <ul style="list-style-type: none"> <li>• Building Relationships with Excellence - Focus on Educational Partners</li> <li>• Elements of Excellence - Human Resources</li> <li>• SPED Overview - People and Processes/Interventions</li> <li>• Compliance Overview and Tech Training</li> <li>• Communication - Website</li> <li>• Assessment Overview</li> <li>• Weekly Communications and Levels of Support - Education Department</li> </ul> <p>EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff.</p> <p>Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc.</p> <p>SDCOE: Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings</p>	<p>Professional Development By Department (examples)</p> <ul style="list-style-type: none"> <li>• Building Relationships with Excellence - Focus on Educational Partners</li> <li>• Elements of Excellence - Human Resources</li> <li>• SPED Overview - People and Processes/Interventions</li> <li>• Compliance Overview and Tech Training</li> <li>• Communication - Website</li> <li>• Assessment Overview</li> <li>• Weekly Communications and Levels of Support - Education Department</li> </ul> <p>EACS exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff.</p> <p>Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc.</p> <p>SDCOE: Charter School Networking Meeting Series, Instructional Network Webinar, Ethnic Studies Course Requirements Meeting, Homeless Liaison Training: McKinney-Vento; AB 1808: Suicide Prevention Virtual Training, LCAP Series, Assessment and Accountability Series and Q and A, CAASPP, ELPAC, and PFT Trainings and Moodle Trainings</p>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>

<p>YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension)</p> <p>Pryor Learning: Diversity Matters Series, Management &amp; Leadership Training, Improving Memory &amp; Productivity</p> <p>School Pathways Training - Student Information System</p> <p>CALPADS Training</p> <p>CBEDS Training</p> <p>Administration -                  ACSA Superintendent's Symposium                  ACSA Every Child Counts Symposium                  Assessment and Accountability Series                  Superintendents' and High School Leaders' Summit                  FRISK                  APLUS Network Conference - Annually                  CCSA Conference - Annually                  CSDC Leadership Conference - Annually                  CTE Conference - Annually                  SELPA                  UC Counselor Conference                  Student Mental Wellness Conference                  CCEMC Dual Enrollment Summit</p> <p>All Staff -                  Keenan Safe School Training</p>	<p>YMC: Charter Schools Series (i.e. Compliance, Legally Required Trainings, Employment Law, Renewal Extension)</p> <p>Pryor Learning: Diversity Matters Series, Management &amp; Leadership Training, Improving Memory &amp; Productivity</p> <p>School Pathways Training - Student Information System</p> <p>CALPADS Training</p> <p>CBEDS Training</p> <p>Administration -                  ACSA Superintendent's Symposium                  ACSA Every Child Counts Symposium                  Assessment and Accountability Series                  Superintendents' and High School Leaders' Summit                  FRISK                  APLUS Network Conference - Annually                  CCSA Conference - Annually                  CSDC Leadership Conference - Annually                  CTE Conference - Annually                  SELPA                  UC Counselor Conference                  Student Mental Wellness Conference                  CCEMC Dual Enrollment Summit</p> <p>All Staff -                  Keenan Safe School Training</p>	
<p>Parent Education - Professional Development for Parents/Guardians</p> <ul style="list-style-type: none"> <li>• Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A)</li> <li>• Virtual Training Sessions (i.e. academics, community building, assessments)</li> <li>• Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team)</li> <li>• Elementary and Secondary PDs for Parents (i.e. counseling information, graduation, standards, curriculum)</li> </ul>	<p>Parent Education - Professional Development for Parents/Guardians</p> <ul style="list-style-type: none"> <li>• Parent Summit, Parent Power-Up, Community Events - Breakout Sessions (i.e. focus on academic, social emotional well-being, CTE and A-G, parent/staff panel Q and A)</li> <li>• Virtual Training Sessions (i.e. academics, community building, assessments)</li> <li>• Recorded Videos - (i.e. curriculum, practice assessments, insight from the Admin team)</li> <li>• Elementary and Secondary PDs for Parents (i.e. counseling information, graduation, standards, curriculum)</li> </ul>	<p>Based on the metrics/indicators listed and used as our baseline, our expected professional development topics and dates will be based on providing staff, teachers, and parents with timely training and professional support to ensure that our “at-promise” students are provided with evidence based best practices to support them in achieving the challenging state standards.</p>

SSC, ELAC, and PAC Meetings	SSC, ELAC, and PAC Meetings	

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	LCAP 1.4 - The Executive Director will work with Administration to survey staff and stakeholders to define relevant staff development opportunities and training related to meeting the needs of Tier III students. Research will be conducted on what training is the most relevant based on data and needs assessments. Prior to the start of school, teachers received training on tips and tricks within Google, best practices for project and time management, pacing curriculum, and updates on the platform for our ordering system, OPS. In addition, teachers were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the fall i-Ready benchmarks assessments in math and reading. This included updates on how to best support and monitor students using i-Ready, MobyMax, and ReadLive, the online programs used to support these struggling students.	Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities	76,777 Other Professional Development 0 Title II Part A: Improving Teacher Quality Professional Development
2.2	LCAP 2.5, 3.3, and 3.5 - All EACS employees are required to participate in Keenan Safe School Trainings each year. Trainings are related to the specific roles of each employee.	All Students	917 LCFF Safe School Trainings
2.3	LCAP 3.3 - Ensuring and supporting the academic success of all students which includes academic and wellness checks with our students. With this emphasis on monitoring and evaluating the progress of our students, timely application of academic support (MTSS) and social emotional mental health counseling can be provided as needed. The high school counselors and Intervention Coordinator provide academic interventions and social emotional mental health counseling for identified students as needed through in person or virtual meetings, collaboration, shared information, webinars, and community resources. The EACS team attends professional development to learn best practices (referenced under annual Measurable Outcomes).	All Students	60,786 LCFF Professional Development 23,485 Title II Part A: Improving Teacher Quality Professional Development

## Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 - Strategy/Activity 2.1, 2.2, and 2.3

The overall implementation and effectiveness of the strategies and activities that were in place exceeded our standards. The ongoing professional development and training focused on all of our students needs and impacted the at promise students greatly. In the spring of 2024, we analyzed the collected internal assessment data and saw an improvement in student achievement with our Tier III population of WIN (What I Need) students. EACS aimed at bringing about instructional change which resulted in improved student achievement across all grade levels. Repeated measure analysis results indicated significant changes in providing effective feedback and encouraging student ownership of learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Monitoring and Support of Students

Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation. - What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Excel Academy Charter School (EACS) will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments. Goal 3 is aligned with actions 1.3, 1.7, 1.8, 2.1, 2.2, 3.2, 4.2, and 4.3 of the LCAP.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve the academic achievement of at promise students, including other unduplicated student groups, as measured by the California Schools Dashboard by providing intensive and individualized monitoring of students to ensure that coursework is being completed to earn required graduation credits by the high school counselors.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate: 2022	Graduation Rate: 2023	Graduation Rate: 2024
95%	97%	State will input percentage (exceed percentage by 2% - goal is 100% grad rate)

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	LCAP 4.2, and 4.3 - Teachers monitor their high school students for progress on courses through ongoing communication, course pacing guides, curriculum completion, and documentation of standards met. Report cards are given at each semester. Weekly office hours and webinars are provided to all identified students. Students are required to take the i-Ready internal benchmark assessments for ongoing progress monitoring.	All High School Students	285,697 LCFF  Teachers and Broad Course of Study



<p><b>3.2</b></p>	<p>LCAP 1.3 and 2.1 - School and student data are monitored through School Pathways ( EACS' student information system) to ensure student credit completion is on target for graduation. The data is used to identify when and where interventions should be applied to prevent students from falling off track for graduation. Utilizing this data, the high school and counseling department closely monitors students through monthly check-ins to ensure students are properly pacing all online and textbook courses. The following supports are also provided: a created and monitored four year plan to ensure credit completion, strategies for graduation, information for accessing career pathways, and School Support Team (SST) meetings. Through ongoing participation in continued education, professional development, and training, the high school team stays current with updated information to assist in the development, progress, and success of all identified students.</p>	<p>All Students</p>	<p>1,724,375 LCFF  School Pathways and Salaries</p>
<p><b>3.3</b></p>	<p>LCAP 1.3 and 1.7 - The Intervention Coordinator, who acts as the Title I Coordinator/Homeless Liaison, makes sure that all of the needs of our at-promise population are being met. The Intervention Coordinator, along with the support of the Intervention Department will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney-Vento, Home Language Survey, and other school surveys, EACS identifies the needs of our student population and ensure that our foster youth, English Learners, low-income students, and students with disabilities are receiving the support they need.</p>	<p>Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities</p>	<p>101,210 Title I, Part A  Intervention Department Coordinator/Teachers  Other  Intervention Department Coordinator/Teachers</p>
<p><b>3.4</b></p>	<p>LCAP 2.2 - The Intervention Department provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. Evidence-based interventions are implemented that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions. The school's Intervention Coordinator utilizes a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.</p>	<p>Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities</p>	<p>161,886 LCFF  Intervention Department Salaries 28,804 Title I Part A: Allocation  Intervention Department Salaries</p>
<p><b>3.5</b></p>	<p>LCAP 3.2 - The high school counselors support the growing mental, social, and emotional needs of our students. We significantly increased our services to at-promise students by the addition of a High School Counselor who can provide 1:1 counseling for students in need. In addition, EACS has implemented Care Solace which is a mental health care coordination service for all students.</p>	<p>Tier III students (2 or more years below grade level), specifically our low-income, foster youth, English learner, and students with disabilities</p>	<p>419,305 LCFF  Mental Health and Social and Emotional Well Being - High School Counselors 0 Other</p>

			Mental Health and Social and Emotional Well Being - High School Counselors
3.6	LCAP 1.8 - EACS meets with Parsec Education monthly to review desegregated state and local assessment data, monitor the impact of contiguous enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth.	All Students	9,016 Other  Data Analysis

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Excel Academy was successful in meeting the needs of all students. Based on the i-Ready collected data, we saw significant growth in our students in both ELA and math from fall to spring.

Goal 3, Strategy/Action 3.1: EACS ensured progress monitoring, ongoing communication, course pacing guides, documentation of standards met, and office hours to support student achievement.

Goal 3, Strategy/Action 3.2: EACS' student data was effectively monitored through the student information system to ensure student credit completion was on target for graduation.

Goal 3, Strategy/Action 3.3: EACS' Title 1 Coordinator/Homeless Liaison focused on making sure that all of the needs of the at-risk population were met.

Goal 3, Strategy/Action 3.4: EACS' Intervention Coordinator lead SSTs, supported struggling students, and monitored the effectiveness of the intervention program making adjustments as needed to meet the needs of every student.

Goal 3, Strategy/Action 3.5: EACS' High School Counselors supported the growing mental, social, and emotional student needs through 1:1 counseling and through the implementation of Care Solace.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The budgeted expenditures are aligned directly with the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA was modified to include the updated LCAP goals and actions. Strategy/activity 3.6 was added to include the partnership with Parsec Education to review desegregated state and local assessment data, monitor the impact of contiguous enrollment, and analyze trends within the domains of ELA and math to monitor grade level proficiency and growth.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$163,499
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$14,715,302.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$28,804.00
Title I, Part A	\$101,210.00
Title II Part A: Improving Teacher Quality	\$23,485.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$163,499.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$12,022,707.00
Local Categorical	\$124,000.00
None Specified	\$0.00
Other	\$2,405,096.00

Subtotal of state or local funds included for this school: \$14,551,803.00

Total of federal, state, and/or local funds for this school: \$14,715,302.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	12,022,707.00
Local Categorical	124,000.00
None Specified	0.00
Other	2,405,096.00
Title I Part A: Allocation	28,804.00
Title I, Part A	101,210.00
Title II Part A: Improving Teacher Quality	23,485.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	8,549,337.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	12,022,707.00
	Local Categorical	124,000.00
	None Specified	0.00
	Other	2,405,096.00
	Title I Part A: Allocation	28,804.00
	Title I, Part A	101,210.00
	Title II Part A: Improving Teacher Quality	23,485.00

Title IV Part A: Student Support and Academic Enrichment

10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,823,044.00
Goal 2	161,965.00
Goal 3	2,730,293.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 2 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Jennifer Craig - Director of Operations and Accountability	Other School Staff
Tamara Murphy	Other School Staff
Lorrie Wood	Principal
April Saade	Principal
Amy Hitzler	Classroom Teacher
Forrest Muther	Classroom Teacher
Amy Omolafe	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Reviewed with Cabinet and Business Services

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/21/2024.

Attested:

	Principal, Jennifer Craig, Director on 11/21/2024
	SSC Chairperson, Tamara Murphy on 11/21/2024



## Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

### **Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## **Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

### **Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

### **Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



# Excel Academy Charter School's School Plan For Student Achievement (SPSA)



*December 12, 2024*

# What is the SPSA?



The SPSA is a comprehensive document providing details about Excel Academy's planned actions and expenditures to support student outcomes and overall performance. These actions are connected to the school's Local Control and Accountability Plan (LCAP) goals.

# Highlighted Components of the SPSA

## Comprehensive Needs Based on Student Performance Data

### CA State Dashboard - 2023 Reflection

Overall performance = Blue and Green  
ELA and Math (Green) Warner & Helendale  
Suspension Rate (Blue) Warner & Helendale  
Chronic Absenteeism (Warner = Blue, Helendale = Green)  
Grad Rate (Warner = Blue, Helendale = No score 22 students)

College & Career, and EL data = not evaluated (need 30+ students accounted for)

Strategic monitoring of student growth and success on i-Ready

## 2024 CAASPP Participation & Overall Performance

- Helendale = 98% Participation on CAASPP
- Warner = 96% Participation on CAASPP

\*\*\*A loss score is applied for every student who needed to participate to meet the 95% requirement set by the state.

## Planned Improvement

- Planned Improvement Goals for the School - EACS has 3 SPSA Goals
- Aligned to the 4 LCAP Goals

## Aligning Goals, Strategies/Activities and Expenditures SPSA to LCAP

- Ensure goals, strategies, and proposed expenditures align with the LCAP
- Ensure funding is budgeted appropriately and documented accordingly



School and Student Performance Data Analysis - Conclusions were made based on the collected data (i.e. enrollment, CAASPP ELA and math achievement across three years, ELPAC results, 2023 CA Dashboard results, and Goals, Strategies, and Proposed Expenditures)

# Excel Academy's Focus Areas: LCAP Goals, Identified Needs, Annual Measurable Outcomes, Strategies, Proposed Expenditures & Analysis Review

**GOAL 1** - Increasing Student Academic Achievement

**GOAL 2** - Professional Development

**GOAL 3** - Monitoring and Support of Students

**The state inputs the data automatically. There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals outlined within the SPSA.**

**The SPSA was approved at the November 21st School Site Council meeting. The SPSA must be board approved on December 12th and provided to educational partners upon request and on the EACS website.**

# Analysis of the Goals

The overall implementation and effectiveness of the strategies/activities to achieve the goals have been met or exceeded.

## Teaching & Learning

Use of state and internal assessments to guide instruction and interventions

Researched based, vetted, standards aligned curriculum and resources

- Collaboration and communication with Educational Partners
- Professional Development for Staff and Parents
- Parental Engagement - SSC, ELAC, & PAC

- English Learner Program
- Intervention Program
- Career & Technical Education Program
- Special Education Program

## Student Attendance

Requirements and compliance policy are in place to promote attendance and high graduation rate

# Working together to provide educational opportunities for all educational partners!

## Parent Power-Up



## PAC Meeting



## GATE Activities



# “ Thank you!

We must give every student the necessary tools, guidance, and support to achieve their personal goals, independence, and success.





# Coversheet

## Approval of One-Time 5% Bonus for EACS Staff

**Section:** XII. Personnel Services  
**Item:** A. Approval of One-Time 5% Bonus for EACS Staff  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 24.12.12 5% Bonus Presentation.pptx (1).pdf

### BACKGROUND:

#### Overview:

The fiscal year ended June 30, 2024, has been closed, and the audited are now final. We are pleased to report a significant milestone in our financial performance. Through diligent fiscal management and strategic planning, we have achieved a solid reserve balance of \$9,681,063 for Warner and Helendale combined for the fiscal year ended 2023-24.

Our reserve now stands at 48.50% of our FY 2023-2024 total budget, significantly exceeding the average reserve levels for unified (22.19%), elementary (25.32%), and high school districts (21.29%). This achievement underscores our commitment to prudent financial stewardship and sustainability.

In recognition of this financial success and as a testament to the dedication of our teachers and staff, the administration recommends a one-time bonus of 5% based on each employee's 2024-2025 salary.

#### This bonus will:

- Acknowledge the exceptional contributions of our staff.
- Support our strategic goals of employee retention and competitive compensation.
- Enhance morale and reaffirm our commitment to a positive and rewarding work environment.

#### Fiscal Impact:

The total cost of the 5% bonus and the associated furlough payback is estimated at \$560,000. If approved, this expenditure will reduce the reserve balance from \$9,681,063 to \$9,121,063, maintaining a healthy reserve of 45.67% of our budget—well above the industry average.

### RECOMMENDATION:

We recommend that the Board of Directors approve the proposed one-time bonus. This action demonstrates our appreciation for our staff's unwavering dedication and reinforces our position as a competitive and desirable employer within the educational sector.

# Reserve Balance – After 5% One-time Bonus

	2024-25	2025-26	2026-27
Total Revenues	\$24,707,688	\$24,918,962	\$24,745,571
Total Expenditures	23,947,901	24,038,236	24,129,475
Increase (Decreased) Fund Balance	759,787	880,726	616,096
Beginning Balance	9,681,063	9,880,850	10,761,576
Less: 5% One-time Bonus	-\$560,000	0	0
Projected Ending Balance (June 30)	\$9,880,850	\$10,761,086	\$11,377,182
Reserve Balance as a % of Expenditures	41.25%	44.76%	47.15%

# Coversheet

## Approval of New Board Policies

**Section:** XIII. Policy Development  
**Item:** A. Approval of New Board Policies  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** EACS - 5040 School Network & Workspace Access Policy.pdf

**STUDENT SERVICES****5040-EA**

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**SCHOOL NETWORK & WORKSPACE ACCESS POLICY**

Excel Academy Charter Schools (“EACS” or the School”) is dedicated to maintaining a secure network that meets the academic, operational, and administrative needs of the School. To ensure compliance with applicable Federal and State laws and regulations, and to protect the school’s network and the ability of the staff and students to use it, certain security, performance, and reliability requirements must govern the operation of these networks.

This policy is designed to protect EACS’ wireless networks, Google Workspace, and the ability of the staff and students of the EACS community to utilize network and Workspace services. The purpose of this policy is to define the standards for connecting computers, servers or other devices to the school’s network, and to define safe and acceptable use of EACS’ Workspace. The standards are designed to minimize the potential exposure to EACS and our community from damages (including financial, loss of work, and loss of data) that could result from computers and servers that are not configured or maintained properly and to ensure that devices on the network are not taking actions that could adversely affect network performance. An unsecured and/or unregistered device on the school’s network and/or compromised school email account could allow denial of service attacks, viruses, and other malicious activity to compromise the school’s network and Workspace platform. Damages from these exploits could include the loss of sensitive and confidential data, interruption of network services and damage to critical EACS’ internal systems. Therefore, individuals who connect computers, servers and other devices to the EACS network or are logged into the school’s Google Workspace must follow specific standards and take specific actions.

This policy applies to all members of the EACS community or visitors who have any device connected to EACS network, including, but not limited to, desktop computers, laptops, servers, wireless computers, tablets, streaming media players, specialized equipment, cameras, printers, and telephone system components. This policy also applies to anyone who has systems outside the school’s network that access the school’s network and Workspace. The policy applies to any school-owned devices (including those purchased with instructional funds), and personally-owned or leased devices that connect to the EACS network.

**Appropriate Connection Methods**

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**SCHOOL NETWORK & WORKSPACE ACCESS POLICY**

EACS Staff and students may connect approved devices to the school's network at appropriate connectivity points including voice/data jacks, through a school-operated wireless network access point, via a VPN or SSH tunnel, or through remote access mechanisms such as residential ISPs, DSL, cellular data networks, and traditional modems over phone lines. Modifications or extensions to the campus network can potentially cause undesired effects, including loss of connectivity. These effects are not always immediate, nor are they always located at the site of the modification. Therefore, extending, disabling, or modifying the EACS network in any way is strictly forbidden. Exceptions may be granted by IT for approved personnel in departments who can demonstrate competence with managing the aforementioned hardware and software, and who agree to abide by all IT networking standards and practices.

**Responsibility for Security**

Every computer or other device connected to the school's network and/or Google Workspace must have an associated owner (e.g. a staff member who has a personal computer). Excel Academy's Communications Department is responsible for ensuring that staff and student devices meet the relevant security standards and manage the security of the equipment and the services that run on it.

**Security Standards**

These security standards apply to all devices that connect to the EACS network and/or Google Workspace through standard ports, wireless services, and through home connections.

EACS reserves the right to regulate any activity that occurs on the school network or on any other computer based system owned by the school. This includes, but is not limited to, the following implications:

1. Anyone not adhering to the School's Civility policy, Acceptable Use Policy, Technology Agreement, and/or Unlawful Harassment Discrimination Retaliation Policy may be subject to any or all of the following disciplinary actions:
  - a. Restriction or suspension of access privileges.
  - b. Referral to the appropriate disciplinary body of the School.

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- c. Referral to the appropriate local, state or federal authority for legal prosecution.
2. Material (software, hardware or data) that is found to be in violation of this policy can be banned, confiscated, or otherwise eliminated from the School computing environment.
3. EACS will be as proactive as possible to ensure compliance with this policy, including surveillance commensurate with appropriate maintenance of the right to privacy. As a part of the School's security network, all Excel Academy email accounts are managed and may be subject to monitoring in the event of a suspected or confirmed case of spam, phishing, malicious emails, cyberbullying, harassment, threats, discrimination, or violence. In such cases, the school-network and Google Workspace Admins—the Senior Communications Coordinator and IT Coordinator—may use the security investigation tool in the Google Admin Console to identify, triage, and take action on security and privacy issues in the schools' domains. Excel Academy reserves the right to use the investigation tool to:
  - a. Access device log data to get a clear view of the devices and applications being used to access data.
  - b. Access data about Gmail messages, including email content.
  - c. Access Gmail log data to find and erase malicious emails, mark emails as spam or phishing, or send emails to users' inboxes.
  - d. Access Drive log data to investigate file sharing in the School, investigate the creation and deletion of documents, investigate who accessed documents, and more.

*Administrator queries and actions in the investigation tool can be reviewed in Admin log event data.*

Users must not engage in activity outside the limits of access that have been authorized for them. This includes but is not limited to:

1. Performing an act that negatively impacts the operation of school-owned devices, Workspace or network, or that impedes the ability of someone else to do their work. Examples include but are not limited to:
  - a. Tampering with any device, or connecting any unauthorized device (such as a router, switch, hub, wireless access point, etc.) or computer to the school network.



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**SCHOOL NETWORK & WORKSPACE ACCESS POLICY**

- b. Propagating a software virus or worm.
  - c. Damaging or destroying data owned by the School.
  - d. Illegal file sharing.
2. Attempting to circumvent protection schemes for access to data or systems, or otherwise uncover security loopholes.
3. Gaining or granting unauthorized access to computers, devices, software or data. This includes, but is not limited to:
  - e. Revealing a password to any account, including one's own school-issued account, without permission.
  - f. Permitting the use of any account in a way that allows unauthorized access to resources.
4. Using the School's facilities to broadcast unauthorized personal messages to large segments of the EACS community. Examples include but are not limited to:
  - a. Advertising campaigns for personal financial gain or political purposes.
  - b. Pranks and chain messages.
  - c. Announcements not approved for dissemination by this method.

Users must abide by all applicable laws or government regulations, and operate within the limits articulated by the School for ethical behavior. Examples include but are not limited to:

1. Using any material in violation of any software licensing agreement or copyright law.
2. Using software or data that infringes on the rights of others. Examples include the production or propagation of material that is abusive, profane or sexually, racially or religiously offensive; or material that may injure or harass someone else, or lead to a lawsuit or criminal charges.
3. Monitoring someone else's data communications, or otherwise reading, copying, changing or deleting files or software without proper permission of the user.
4. Using School's facilities for personal gain, or for the benefit of an organization other than the School, without permission.

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**SCHOOL NETWORK & WORKSPACE ACCESS POLICY**

The head of EACS' Communications Department, the Senior Communication Coordinator ("SCC"), oversees all access to the EACS' network and Workspace.

1. The IT Coordinator sets up all school-owned devices, ensuring updates are made, necessary patches are installed, and, for staff specific devices, installs ESET Antivirus for device and data protection. The IT Coordinator will monitor renewal of EACS' ESET Antivirus licenses and will keep all devices updated accordingly.
2. All staff and student devices are distributed from the Excel Academy Office and are tracked in the EACS inventory system.
3. At the start of a staff member's employment at Excel Academy Charter Schools, the SCC will set up a school email account, password, and standard Workspace access.
  - a. The temporary password created for the staff member must be changed upon the employee's login. The user's password must be 8 characters in length, and must include a capital letter, lowercase letter, number, and special character.
  - b. Passwords are updated at the user's preference, or when evidence of spam, fraud, phishing, or other suspicious activity is discovered. Two-factor authentication is highly recommended to all employees.
  - c. In the event of a termination or voluntary resignation from the school, the SSC will promptly suspend all account and Workspace use on the employee's last work day.
  - d. All EACS owned devices such as laptops, desktops, ipads, monitors, etc. must promptly be returned to the Excel Academy office within a reasonable time frame.
  - e. If the employee does not return EACS-owned equipment to the Office within a reasonable time frame, EACS Administration may involve local authorities in order to obtain the school-owned equipment.
4. Prior to the start of their enrollment, all Excel Academy Students must read and sign the EACS Technology Agreement, which includes statements on student responsibility, loss or damage of school-owned devices, and consequences of non-compliance. At the start of a student's enrollment at Excel Academy Charter Schools, the SCC will set up a school email account and password for the student, along with access to their Teacher's Google Classroom, if applicable.

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- a. The temporary password created for the student must be changed upon the student's login. The user's password must be 8 characters in length, and must include a capital letter, lowercase letter, number, and special character.
  - b. Passwords may be updated at the user's request, only be updated by the EACS Communication Department updated at the user's preference, and/or when evidence of spam, fraud, phishing, or other suspicious activity is discovered. Only members of the EACS Communications Department may reset or update a student's school email password.
  - c. In the event of a voluntary or involuntary withdrawal from the school, the SSC will promptly suspend the student's school email account and any Google Workspace access they may have on the day of the student's withdrawal..
  - d. All EACS owned devices such as laptops, desktops, ipads, monitors, etc. must promptly be returned to the Excel Academy office or the student's Teacher of Record within a reasonable time frame.
  - e. If the student/family does not return EACS-owned equipment to the Office within a reasonable time frame, EACS Administration may involve local authorities in order to obtain the school-owned equipment.
5. At Excel Academy, HP Chromebooks are used for student devices. All EACS 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.

**Protection of the Network**

The EACS Communications Department routinely scans the school network, looking for vulnerabilities and rogue devices. By connecting a computer or device to the school network, users are acknowledging that the network traffic to and from their computer may be scanned according to criteria such as source/destination addressing, protocol, bandwidth consumption, etc. The EACS Communications Department reserves the right

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### SCHOOL NETWORK & WORKSPACE ACCESS POLICY

to take necessary steps to contain security exposures to the school and mitigate the impact of improper or disruptive network activity.

The EACS Communications Department reserves the right to restrict certain types of traffic coming into and across the school network. The EACS Communications Department restricts traffic that is known to cause damage to the network or users on it.

#### **Enforcement**

Any faculty, staff, or student found to have violated this policy may be subject to disciplinary action, up to and including suspension, expulsion, and/or termination of employment in accordance with procedures defined by the School's Board policies.

# Coversheet

## Election of the Excel Academy Charter Schools Board Officer: President

**Section:** XIV. Organizational Structure - Annual Meeting of the Board  
**Item:** A. Election of the Excel Academy Charter Schools Board Officer:  
President  
**Purpose:** Vote  
**Submitted by:**

### BACKGROUND:

As stated in the Excel Academy Third Amended Bylaws Section 7.02:

*The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service.*

## Coversheet

### Election of the Excel Academy Charter Schools Board Officer: Vice President

**Section:** XIV. Organizational Structure - Annual Meeting of the Board  
**Item:** B. Election of the Excel Academy Charter Schools Board Officer: Vice President  
**Purpose:** Vote  
**Submitted by:**

**BACKGROUND:**

As stated in the Excel Academy Third Amended Bylaws Section 7.02:

*The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service.*

## Coversheet

### Election of the Excel Academy Charter Schools Board Officer: Clerk

**Section:** XIV. Organizational Structure - Annual Meeting of the Board  
**Item:** C. Election of the Excel Academy Charter Schools Board Officer: Clerk  
**Purpose:** Vote  
**Submitted by:**

**BACKGROUND:**

As stated in the Excel Academy Third Amended Bylaws Section 7.02:

*The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service.*



# Coversheet

## Approval of Excel Academy Charter Schools Board of Directors Manual Revisions

**Section:** XIV. Organizational Structure - Annual Meeting of the Board  
**Item:** E. Approval of Excel Academy Charter Schools Board of Directors Manual  
Revisions  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024 REDLINE EACS Board of Directors Manual.pdf  
EACS Board of Directors Manual (4).pdf

### BACKGROUND:

The Excel Academy Charter Schools Board of Director's Manual revisions were reviewed during the November 14, 2024 Study Session. Updates included adding a new section regarding the annual Executive Director/CEO evaluation.



BOARD OF DIRECTORS

# MANUAL

2024-2025

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# ROLE OF THE BOARD

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Superintendent/CEO/Executive Director to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, parents/guardians, students, and staff and is focused on student learning and achievement
1. Establishing an effective and efficient organizational structure for the nonprofit corporation by:
  - a. Employing the Superintendent/CEO/Executive Director and setting policy for hiring of other personnel
  - b. Overseeing the development and adoption of policies
  - c. Establishing academic expectations and adopting the curriculum and instructional materials
  - d. Establishing budget priorities and adopting the budget
  - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the Superintendent/CEO/Executive Director and other staff as they carry out the Board's direction by:
  - a. Establishing and adhering to standards of responsible governance
  - b. Making decisions and providing resources that support the nonprofit corporation priorities and goals
  - c. Upholding Board policies
  - d. Being knowledgeable about school programs and efforts **in order** to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school(s) and compliance with the charter(s) by:
  - a. Establishing and approving all major educational and operational policies
  - b. Approval all major contracts
  - c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs
  - d. Hearing expulsion recommendations at scheduled Board of Directors' meetings to meet the required timeframe for expulsions
  - e. Evaluating the Superintendent/CEO/Executive Director who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
  - f. Developing annual goals for the charter school and long range plans with input from the Superintendent/CEO/Executive Director, teachers, and parent/guardian advisory council members
  - g. Receiving reports from, and providing recommendations to, the Superintendent/CEO/Executive Director relative to long-term strategic planning



- h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
- i. Evaluating charter school and student performance

5. Providing leadership and advocacy on behalf of students, the educational program, and public education ~~in order~~ to build support within the local counties and communities.



## GOVERNANCE STANDARDS

The Board believes ~~that~~ its primary responsibility is to act in the best interests of every student in the school(s). The Board is also committed to parents/guardians, counties, communities, employees, the State of California, ~~and~~ the laws pertaining to public education, ~~and established as well as established school~~ policies ~~of the school(s)~~. To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent/CEO/Executive Director to ensure that a high-quality education is provided to each student. Each ~~individual~~ Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the counties and communities it serves
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent/CEO/Executive Director and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for ~~the diverse range of~~ views in the students, staff, counties and communities it serves to inform Board deliberations.

# PUBLIC STATEMENTS

The Board recognizes its members may participate in public discourse on matters of civic or community interest matters, including those involving the nonprofit corporation, and their right to ~~freely~~ express their personal views ~~freely~~. However, to ensure ~~communication of a~~ consistent, unified ~~message-communication~~ regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent/CEO/Executive Director or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan and educational manner ~~that is~~ consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

# DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

## **Disclosure of Closed Session Information**

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information, unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

## **Other Disclosures**

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

### **Other Disclosures (continued)**

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

## **BOARD MEMBER ELECTRONIC COMMUNICATIONS**

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution ~~so as~~ to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent/CEO/Executive Director sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not use the "reply all" function via email to respond to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation or the school.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent/CEO/Executive Director in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Superintendent/CEO/Executive Director.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided ~~device or~~ account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account, or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.



# LIMITS OF BOARD MEMBER AUTHORITY

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent/CEO/Executive Director. Board members shall refer Board-related correspondence to the Superintendent/CEO/Executive Director for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Executive Director or designee so that the problem may **be properly considered** ~~receive proper consideration~~ and be handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Superintendent/CEO/Executive Director designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.



## OATH OR AFFIRMATION

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Superintendent/CEO/Executive Director and/or the Board President:

**"I, \_\_\_\_\_ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter."**

# ORIENTATION

The Board recognizes the importance of providing all newly elected Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Superintendent/CEO/Executive Director and other staff. The Board President and the Superintendent/CEO/Executive Director or designee shall develop an agenda for the meeting(s) and ~~shall~~ identify resources ~~that may be~~ useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

In addition, the Superintendent/CEO/Executive Director or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control and accountability plan and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

The Superintendent/CEO/Executive Director or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff.

Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

# BOARD TRAINING



The ~~Board believes that the~~ Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates charter school(s). Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.



The Board and/or the Superintendent/CEO/Executive Director or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.



Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent/CEO/Executive Director or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction, so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

# REMUNERATION & REIMBURSEMENT

## Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$650.00.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation **by resolution** based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

## Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the nonprofit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the nonprofit corporation personnel and at the same reimbursement rate.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

# BOARD POLICIES

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Superintendent/CEO/Executive Director, and communicate board philosophy and positions to students, staff, parents/guardians, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

# BOARD POLICIES (CONT.)

## **Monitoring and Evaluation**

At any time, the Board and Superintendent/CEO/Executive Director or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Superintendent/CEO/Executive Director or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

## **Access to Policies**

The Superintendent/CEO/Executive Director or designee shall provide for public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Superintendent/CEO/Executive Director or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

# AGENDA & MEETING MATERIALS

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent/CEO/Executive Director or designee with supporting documents and information.

The Board President and Superintendent/CEO/Executive Director shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Superintendent/CEO/Executive Director shall determine if the item is merely a request for information or whether the issue is covered by an existing policy ~~or administrative regulation~~.

If the Board President and Superintendent/CEO/Executive Director do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Superintendent/CEO/Executive Director shall also decide, **in accordance with the Brown Act**, whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent/CEO/Executive Director recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.





## AGENDA & MEETING MATERIALS (CONT.)

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Executive Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

## MEETING CONDUCT

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00am to 4:00pm; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

### **Minutes**

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

# MEETING CONDUCT (CONT.)

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
5. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Superintendent/CEO/Executive Director or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

# BOARD SELF EVALUATION

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent/CEO/Executive Director, understanding of Board and Executive Director roles and responsibilities, communication skills, or other governance or boardmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.



# BOARD SELF EVALUATION (CONT.)

Each year, the Board, with assistance from the Superintendent/CEO/Executive Director, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent/CEO/Executive Director or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, additional training or mentorship.

# EXECUTIVE DIRECTOR/CEO EVALUATION

The Board and Executive Director/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Executive Director/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Executive Director/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Executive Director/CEO present when discussing the final conclusions of an evaluation.



# EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING

## Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Executive Director/CEO is temporarily unable to fulfill their duties due to an emergency or planned short term absence.

1. **Immediate Notification:** The Executive Director/CEO or Assistant Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Executive Director/CEO:** Consult with Human Resources for the name of the Executive Director/CEO's recommended Acting Executive Director/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Executive Director/CEO should continue in the role or if the regular Executive Director/CEO can resume duties.
5. **Transition Back:** Once the Executive Director/CEO resumes duties, a transition plan should be established to ensure a smooth return.



## Emergency Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Executive Director/CEO becomes **permanently vacant through unplanned circumstances**. This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Immediate Notification:** The Assistant Director of Human Resources will inform the Board President as soon as possible about the emergent vacancy and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** Convene a Special Board meeting within 48 hours to discuss the situation and potential impact.
3. **Interim Executive Director/CEO:** Consult with Human Resources for the name of the Executive Director/CEO's recommended Interim Executive Director/CEO.
4. **Search Committee:** If needed, appoint an Executive Director/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.
5. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
6. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
7. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
8. **Transition Plan:** Develop a comprehensive transition plan for both the outgoing Interim Executive Director/CEO and incoming Executive

# EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING (CONT.)

## Planned Vacancy Procedures

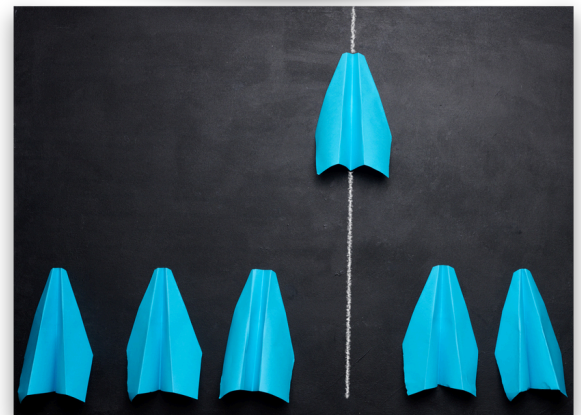
This section provides a guide for the Board of Directors in case the seat of the Executive Director/CEO becomes vacant through planned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

### Option 1 :

During the course of the Executive Director/CEO's active employment, the Executive Director/CEO will develop a formal leadership pipeline to identify and nurture talent at all levels of the organization. The Executive Director/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.



1. **Initial Notice:** The Executive Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
4. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
5. **Transition Plan:** The Executive Director/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.



### Option 2:

1. **Initial Notice:** The Executive Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Search Committee:** If needed, appoint an Executive Director/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.

# EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING (CONT.)



**4. Interviews and Selections:** Conduct interviews and select a candidate based on unbiased and predefined criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.

**5. Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.

**6. Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.

**7. Transition Plan:** Develop a comprehensive transition plan for both outgoing and incoming Executive Director/CEO





BOARD OF DIRECTORS

# MANUAL

2024-2025

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# ROLE OF THE BOARD

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Superintendent/CEO/Executive Director to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, parents/guardians, students, and staff and is focused on student learning and achievement
1. Establishing an effective and efficient organizational structure for the nonprofit corporation by:
  - a. Employing the Superintendent/CEO/Executive Director and setting policy for hiring of other personnel
  - b. Overseeing the development and adoption of policies
  - c. Establishing academic expectations and adopting the curriculum and instructional materials
  - d. Establishing budget priorities and adopting the budget
  - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the Superintendent/CEO/Executive Director and other staff as they carry out the Board's direction by:
  - a. Establishing and adhering to standards of responsible governance
  - b. Making decisions and providing resources that support the nonprofit corporation priorities and goals
  - c. Upholding Board policies
  - d. Being knowledgeable about school programs and efforts to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school(s) and compliance with the charter(s) by:
  - a. Establishing and approving all major educational and operational policies
  - b. Approval all major contracts
  - c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs
  - d. Hearing expulsion recommendations at scheduled Board of Directors' meetings to meet the required timeframe for expulsions
  - e. Evaluating the Superintendent/CEO/Executive Director who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
  - f. Developing annual goals for the charter school and long range plans with input from the Superintendent/CEO/Executive Director, teachers, and parent/guardian advisory council members
  - g. Receiving reports from, and providing recommendations to, the Superintendent/CEO/Executive Director relative to long-term strategic planning



- h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
- i. Evaluating charter school and student performance

5. Providing leadership and advocacy on behalf of students, the educational program, and public education to build support within the local counties and communities.



## GOVERNANCE STANDARDS

The Board believes its primary responsibility is to act in the best interests of every student in the school(s). The Board is also committed to parents/guardians, counties, communities, employees, the State of California, the laws pertaining to public education, and established school policies. To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent/CEO/Executive Director to ensure that a high-quality education is provided to each student. Each Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the counties and communities it serves
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent/CEO/Executive Director and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for diverse views in the students, staff, counties and communities it serves to inform Board deliberations.

# PUBLIC STATEMENTS

The Board recognizes its members may participate in public discourse on civic or community interest matters, including those involving the nonprofit corporation, and their right to express their personal views. However, to ensure consistent, unified communication regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent/CEO/Executive Director or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan and educational manner consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

# DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

## **Disclosure of Closed Session Information**

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information, unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

## **Other Disclosures**

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

### **Other Disclosures (continued)**

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

## **BOARD MEMBER ELECTRONIC COMMUNICATIONS**

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent/CEO/Executive Director sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not use the "reply all" function via email to respond to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation or the school.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent/CEO/Executive Director in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Superintendent/CEO/Executive Director.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account, or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

# LIMITS OF BOARD MEMBER AUTHORITY

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent/CEO/Executive Director. Board members shall refer Board-related correspondence to the Superintendent/CEO/Executive Director for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Executive Director or designee so that the problem may be properly considered and handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Superintendent/CEO/Executive Director designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.



## OATH OR AFFIRMATION

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Superintendent/CEO/Executive Director and/or the Board President:

**"I, \_\_\_\_\_ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter."**

# ORIENTATION

The Board recognizes the importance of providing all newly elected Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Superintendent/CEO/Executive Director and other staff. The Board President and the Superintendent/CEO/Executive Director or designee shall develop an agenda for the meeting(s) and identify resources useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

In addition, the Superintendent/CEO/Executive Director or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control and accountability plan and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

The Superintendent/CEO/Executive Director or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff.

Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.



# BOARD TRAINING



The Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates charter school(s). Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.



The Board and/or the Superintendent/CEO/Executive Director or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.



Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent/CEO/Executive Director or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction, so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

# REMUNERATION & REIMBURSEMENT

## Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$650.00.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

## Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the nonprofit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the nonprofit corporation personnel and at the same reimbursement rate.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

# BOARD POLICIES

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Superintendent/CEO/Executive Director, and communicate board philosophy and positions to students, staff, parents/guardians, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.



# BOARD POLICIES (CONT.)

## **Monitoring and Evaluation**

At any time, the Board and Superintendent/CEO/Executive Director or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Superintendent/CEO/Executive Director or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

## **Access to Policies**

The Superintendent/CEO/Executive Director or designee shall provide for public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Superintendent/CEO/Executive Director or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

# AGENDA & MEETING MATERIALS

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent/CEO/Executive Director or designee with supporting documents and information.

The Board President and Superintendent/CEO/Executive Director shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Superintendent/CEO/Executive Director shall determine if the item is merely a request for information or whether the issue is covered by an existing policy.

If the Board President and Superintendent/CEO/Executive Director do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Superintendent/CEO/Executive Director shall also decide, in accordance with the Brown Act, whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent/CEO/Executive Director recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.



## AGENDA & MEETING MATERIALS (CONT.)

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Executive Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

## MEETING CONDUCT

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00am to 4:00pm; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

### **Minutes**

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

# MEETING CONDUCT (CONT.)

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
5. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Superintendent/CEO/Executive Director or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

# BOARD SELF EVALUATION

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent/CEO/Executive Director, understanding of Board and Executive Director roles and responsibilities, communication skills, or other governance or boardmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

# BOARD SELF EVALUATION (CONT.)

Each year, the Board, with assistance from the Superintendent/CEO/Executive Director, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent/CEO/Executive Director or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, additional training or mentorship.

# EXECUTIVE DIRECTOR/CEO EVALUATION

The Board and Executive Director/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Executive Director/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Executive Director/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Executive Director/CEO present when discussing the final conclusions of an evaluation.



# EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING

## Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Executive Director/CEO is temporarily unable to fulfill their duties due to an emergency or planned short term absence.

1. **Immediate Notification:** The Executive Director/CEO or Assistant Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Executive Director/CEO:** Consult with Human Resources for the name of the Executive Director/CEO's recommended Acting Executive Director/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Executive Director/CEO should continue in the role or if the regular Executive Director/CEO can resume duties.
5. **Transition Back:** Once the Executive Director/CEO resumes duties, a transition plan should be established to ensure a smooth return.



## Emergency Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Executive Director/CEO becomes **permanently vacant through unplanned circumstances**. This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Immediate Notification:** The Assistant Director of Human Resources will inform the Board President as soon as possible about the emergent vacancy and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** Convene a Special Board meeting within 48 hours to discuss the situation and potential impact.
3. **Interim Executive Director/CEO:** Consult with Human Resources for the name of the Executive Director/CEO's recommended Interim Executive Director/CEO.
4. **Search Committee:** If needed, appoint an Executive Director/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.
5. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
6. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
7. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
8. **Transition Plan:** Develop a comprehensive transition plan for both the outgoing Interim Executive Director/CEO and incoming Executive



# EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING (CONT.)

## Planned Vacancy Procedures

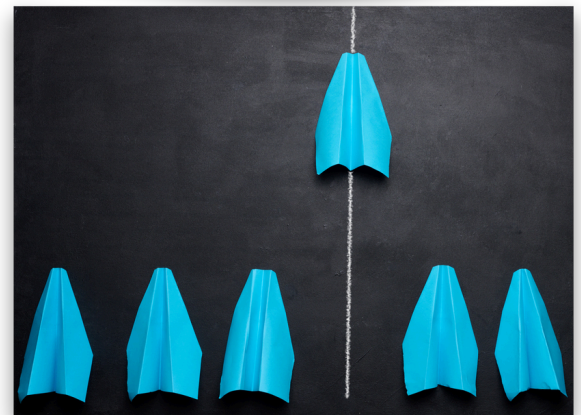
This section provides a guide for the Board of Directors in case the seat of the Executive Director/CEO becomes vacant through planned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

### Option 1 :

During the course of the Executive Director/CEO's active employment, the Executive Director/CEO will develop a formal leadership pipeline to identify and nurture talent at all levels of the organization. The Executive Director/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.



1. **Initial Notice:** The Executive Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
4. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
5. **Transition Plan:** The Executive Director/CEO will arrange for a transition period where they mentor the successor, in order to ensure a smooth transfer of knowledge and responsibilities.



### Option 2:

1. **Initial Notice:** The Executive Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy.
3. **Search Committee:** If needed, appoint an Executive Director/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Assistant Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.

# EXECUTIVE DIRECTOR/CEO SUCCESSION PLANNING (CONT.)



**4. Interviews and Selections:** Conduct interviews and select a candidate based on unbiased and predefined criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.

**5. Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.

**6. Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Assistant Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.

**7. Transition Plan:** Develop a comprehensive transition plan for both outgoing and incoming Executive Director/CEO