Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on January 3, 2025 at 3:28 PM PST
Amended on January 3, 2025 at 4:30 PM PST

Date and Time

Thursday January 9, 2025 at 12:00 PM PST

Location

Excel Academy Charter Schoo
l
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: +1 253 205 0468

Meeting ID: 876 0075 9984
URL: https://us06web.zoom.us/j/87600759984

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.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**12:00 PM**
A.	Call the Meeting to Order		William Hall	1 m
B.	Record Attendance		William Hall	1 m

Roll Call:
William Hall, President
Michael Humphrey, Vice President
Steve Fraire, Clerk
Susan Houle, Member
Larry Alvarado, Member

II.	**Pledge of Allegiance**			
III.	**Approve/Adopt Agenda**			**12:02 PM**
A.	Agenda	Vote	William Hall	1 m

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of January 9, 2025.

Roll Call Vote:
William Hall

	Purpose	Presenter	Time

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

IV. Approve Minutes   12:03 PM

		Purpose	Presenter	Time
A.	Approve Minutes	Approve Minutes	William Hall	1 m

Minutes of the Regular Board Meeting that was held on December 12, 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 December 12, 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 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.

VI. Adjourn to Closed Session   12:04 PM

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

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

VII. Closed Session   12:05 PM

A. Closed Session   Discuss   William Hall   15 m

1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
(Gov. Code Section 54956.9(d)(1))

YL v. The Collaborative Charter Services Organization, et al

2. **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**
Case No. 2024120715

3. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
 Case No. 2024100529

VIII. Reconvene Regular Meeting   12:20 PM

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

IX. Correspondence/Proposals/Reports   12:25 PM

A. School Highlights - Presented by Heidi Gasca,   Discuss   Heidi Gasca   5 m
Executive Director/CEO

B. Student Testimonials - The Layton Family   Discuss   Odinn & Anders   7 m
                                                                       Layton

Odinn Layton - 5th Grade
Anders Layton - 2nd Grade
Dyanamaria Leifsson - Parent

X. Consent   12:37 PM

	Purpose	Presenter	Time

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 - December 2024
2. Cash Payments - December 2024
3. Ratification of Charter Schools Development Center (CSDC) Membership Renewal
4. Ratification of Contract for Services between Charter Connect Inc. and Excel Academy Charter School (Renewal)

B. Consent - Education Student/Services

1. Ratification of Google Workspace for Education Plus Renewal
2. Approval of Prom Event Packet Revisions

	Purpose	Presenter	Time
C. Consent - Personnel Services	Vote	William Hall	1 m

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of 2025 IRS Mileage Reimbursement Rate

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 _____

XI.	**Education Services**			**12:38 PM**
A.	Approval of 2023-2024 School Accountability Report Card (SARC)	Vote	Jenny Craig	7 m

	Purpose	Presenter	Time

It is recommended that the Board approve the 2023-2024 School Accountability Report Card (SARC) 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.   Calendar

The next scheduled Regular Board Meeting will be held both in person and virtually on February 13, 2025.

XIII.   Board Comments

XIV.   CEO Comments

XV.   Closing Items   12:45 PM

A.   Adjourn Meeting   Vote   William Hall   1 m

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

FOR MORE INFORMATION

For more information concerning this agenda, contact

Excel Academy Charter School.

Coversheet

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 December 12, 2024

Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time
Thursday December 12, 2024 at 11:30 AM

Location

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

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

Zoom Meeting Information:
Dial In: +1 720 707 2699
Meeting ID: 894 8537 6605
URL: https://us06web.zoom.us/j/89485376605

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Directors Present

L. Alvarado, 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 Dec 12, 2024 at 11:30 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

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

III. Approve Minutes

A. Approve Minutes

M. Humphrey made a motion to approve the minutes from Regular Meeting of the Board of Directors on 10-08-24.

S. Houle seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approve Minutes

S. Fraire made a motion to approve the minutes from Board of Directors Study Session on 11-14-24.
S. Houle seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Adjourn to Closed Session

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

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

V. Reconvene Regular Meeting

A. Report out any action taken in Closed Session.

No action was taken.

VI. Correspondence/Proposals/Reports

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

Heidi shared the following highlights from the month of November:

- **Staff Introductions:** Welcomed Heather Ferenc, the new Director of Education, and highlighted Chelsea King, Heidi's coach for her credential program.
- **Student Engagement:** Celebrated the success of the Student Council's fundraisers, which helped develop life skills for students under the guidance of their advisor, Annie Mun.
- **Leadership Development:** Shared the outcomes of the first part of the Admin Summit, which included a department-level SWOT analysis to identify opportunities and pain points, with plans to continue this work in January.
- **Academic and Special Education Updates:** Highlighted ongoing efforts in analyzing data to improve learning outcomes and celebrated the recognition of the school's special education team as one of the strongest in non-classroom-based education.
- **Conference Achievements:** Recognized the team's presentations at the APLUS+ Conference, including sessions on MTSS and LGBTQ+. Noted the honor of having multiple sessions accepted, which reflects the staff's expertise and innovation.
- **Excel Entrepreneur Expo:** Showcased the success of this hands-on event, held in four locations, where students planned, created, and sold goods. The event

integrated math and life skills, fostered community connections, and even attracted a new family to enroll.
- **Parent Education:** Discussed the success of the Parent Power Up event, which included sessions on writing, FAFSA, and a parent panel to support family engagement.
- **Staff Highlights:** Recognized Leah, the Assistant Director of Special Education, for her dedication, humor, and exceptional contributions to the school, emphasizing her strong partnership with the Director of Special Education, Lara.
- **Professional Development:** Reviewed the numerous conferences, webinars, and training sessions attended by staff across departments during October and November, showcasing the school's commitment to growth and learning.

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

Tamara presented an overview of the school's Multi-Tiered System of Support (MTSS) and intervention programs, emphasizing personalized learning and collaboration.

Key Highlights:

- **WIN Program:** Supports 240 students in math and 290 in reading with asynchronous learning, progress monitoring, and tailored adjustments. Virtual small-group classes provide 100 minutes of weekly instruction, focusing heavily on early grades (1-2) to close gaps early.
- **English Learner Development (ELD):** Serves 60 TK-12 English learners with 100 weekly minutes of instruction, smaller class sizes, and targeted preparation for the ELPAC. Reclassification rates have risen from 32% to 45% over two years.
- **Additional Supports:** Book clubs, read-aloud sessions, and collaboration across tiers ensure students receive the services they need, including resources for homeless and foster families through SEL initiatives like Care Solace.

VII. Consent

A. Consent - Business/Financial Services

B. Consent - Education Student/Services

C. Consent - Personnel Services

D. Policy Development

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

VIII. Business/Financial Services

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

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

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

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

C. Approval of 2024-2025 EACS First Interim Financial Report

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

IX. Education Services

A. Approval of School Plan for Student Achievement (SPSA)

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

X. Personnel Services

A. Approval of One-Time 5% Bonus for EACS Staff

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

XI. Policy Development

A. Approval of New Board Policies

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

XII. Organizational Structure - Annual Meeting of the Board

A. Election of the Excel Academy Charter Schools Board Officer: President

M. Humphrey made a motion to Bill Hall.
L. Alvarado seconded the motion.
Bill Hall was voted in as the Board President.
The board **VOTED** unanimously to approve the motion.

B. Election of the Excel Academy Charter Schools Board Officer: Vice President

S. Fraire made a motion to Bill Hall.
W. Hall seconded the motion.
Mike Humphrey was voted as Vice Board President.
The board **VOTED** unanimously to approve the motion.

C. Election of the Excel Academy Charter Schools Board Officer: Clerk

S. Houle made a motion to Bill Hall.
L. Alvarado seconded the motion.
Steve Fraire was voted in as Board Clerk.
The board **VOTED** unanimously to approve the motion.

D. Full Board Action in Lieu of Audit Committee, Fiscal Year 2024-2025

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

E. Approval of Excel Academy Charter Schools Board of Directors Manual Revisions

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

XIII. Board Comments

A. Board Comments

The board expressed gratitude and admiration for the staff and leadership at Excel Academy, highlighting key accomplishments and the positive culture of the school.

Key Comments:

- **Acknowledgments:** The board praised the staff for their presentation at the APLUS+ conference, noting the difficulty and significance of such an achievement. Lara was commended for her leadership in guiding specialists, especially in navigating challenging legal and compliance requirements.
- **Leadership:** Heidi's leadership and the collective efforts of the staff were celebrated for fostering motivation, collaboration, and exceptional results. The

board highlighted the dedication and professionalism of the entire team, including teachers, parents, and students.

- **Reports and Data:** Members appreciated the clarity, organization, and efficiency of the presentations, emphasizing the effort and teamwork required to produce meaningful data and reports. They recognized that this reflects the strong behaviors and systems in place.
- **Finance:** Steve and the finance team were applauded for their excellent financial management, ensuring the school remains in a strong position despite challenges.
- **Community and Positivity:** The board acknowledged the unseen contributions of many behind-the-scenes staff and emphasized the positive and collaborative atmosphere of the school.

XIV. CEO Comments

A. CEO Comments

Heidi expressed gratitude to the board and staff, emphasizing the collective effort that leads to the success of Excel Academy. She described board meetings as a "finale" that showcases the hard work and collaboration of the entire team. Heidi acknowledged Megan's significant contributions and praised the dynamic and dedicated staff.

She highlighted the "12 Days of Gratitude" initiative as a way to ensure every team member felt seen and valued across all departments, emphasizing the importance of recognizing their impact at every level. Heidi thanked the board for their support, which enables the school to continue thriving.

XV. 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 1:02 PM.

Respectfully Submitted,
W. Hall

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

Coversheet

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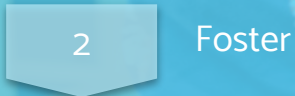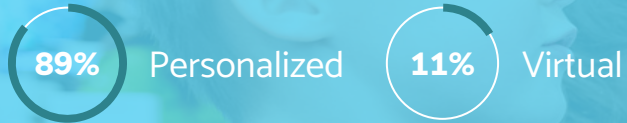
Section:	IX. Correspondence/Proposals/Reports
Item:	A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO
Purpose:	Discuss
Submitted by:	
Related Material:	EACS December 2024 Board Update.pdf

DECEMBER HIGHLIGHTS

Enrollment Data

Academic Path

89% Personalized

11% Virtual

56 — English Learners

9 — Homeless

2 — Foster

163 — Special Education

Student Count: 1,698

40% TK-3rd — 638 Students

41% 4th-8th — 730 Students

19% 9th-12th — 330 Students

Team Holiday Gatherings

COUNSELING UPDATES

Our Counseling team has been focused on providing Behavioral Health Resources to families, as well as practical tools to use over the holidays.

Family Engagement

EagleTalk Episode #3 - Student Spotlight

CLICK HERE

Outdoor Classroom: Winter Holidays Around the World

Students made passports and added stamps to them as they learned about different cultures! At the end of the lesson, students made a Rangoli with glue and sand.

Staff Spotlight

Jola is an exceptional team member who exemplifies professionalism, dedication, and kindness. In her role, Jola manages payroll, monthly STRS reporting, tax configurations, categorical programming budgets, and more. She goes above and beyond to support her colleagues, whether it's spending hours resolving a payroll issue or taking the time to thoroughly explain details with patience and clarity. Jola's outstanding communication skills shine in every interaction, always remaining calm, warm, and joyful, no matter how busy she is. Jola's commitment demonstrates that even in a virtual setting, our interactions can make a profound difference. We are incredibly fortunate to have her on our team.
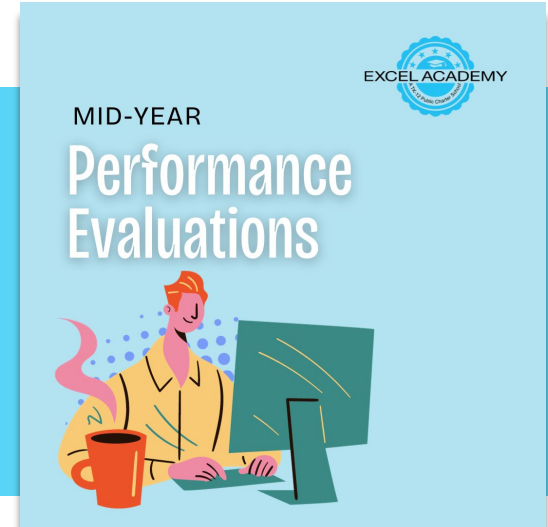
Jola Wrzesien
Payroll Manager

Looking forward to...

Our Leadership team will be headed to Temecula for the annual Admin Summit, to plan and prepare for the coming year!

Heidi will be headed to Monterey to attend the annual Superindent's Symposium for professional learning and networking.

Mid-year evaluations for all staff will be conducted in January!

Thank you!

Coversheet

Consent - Business/Financial Services

Section: X. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material:
5% Bonus Monthly Cash Requirement Rpt..pdf
5% Bonus Semi Monthly Cash Requirement.pdf
12.10.24 Semi Monthly Cash Requirement Statement.pdf
12.26.24 Monthly Cash Requirement Rpt..pdf
12.26.24 Semi Monthly Cash Requirement Rpt..pdf
Invoice_2064_from_Charter_Connect.pdf
EXCEL ACADEMY CONTRACT FOR SERVICES 2025 (2).pdf
INVOICE_24833_from_CHARTER SCHOOLS DEVELOPMENT CENTER.pdf

BACKGROUND:

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

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

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

Fiscal Impact: $6,836

Warner: $4,511.76

Helendale: $2,324.24

Item: Ratification of Contract for Services between Charter Connect Inc. and Excel Academy Charter School (Renewal)

Background: Charter Connect is an organization that collaborates with Excel Academy in setting up a marketing plan for the school to boost website traffic, enrollment, and visibility. Excel Academy uses Charter Connect to analyze our SEO, improve our internet visibility and website performance, implement and analyze Google Ads, and run analytics on how our marketing process is performing.

Excel Academy would like to renew Charter Connect's services to keep the school's visibility and appeal competitive in the charter landscape.

Fiscal Impact: $12,100

Warner: $7,986

Helendale: $4,114

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 537009CE1
Period Ending: 12/31/2024
Check Date: 12/18/2024
PAYCOM Impound Date: 12/18/2024

Client: 10056   EIN: 47-4121751

A wire request for $480,162.91 will be sent to your bank on 12/17/2024

Items

Checks / Vouchers	117
Additional Direct Deposit Accounts	12

Billing

Check Processing/Tax Service	1,804.69
Direct Deposit	10.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Total Billing	1,844.69

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	3,168.43	3,168.43	6,336.86
Medicare	6,787.51	6,787.51	13,575.02
Federal W/H Tax	102,983.21		102,983.21
California W/H Next Day	29,626.65		29,626.65
California SDI Next Day	5,007.97		5,007.97
California ETT Qtrly		4.78	4.78
California SUTA		124.32	124.32
Hawaii W/H Semiweekly	541.36		541.36
Oregon W/H Next Day	365.53		365.53
Oregon EE PFML	27.41		27.41
Oregon SUTA		109.66	109.66
Oregon Transit Tax	4.57		4.57
Oregon ER PFML		18.28	18.28
Total Tax Deposits	148,512.64	10,212.98	158,725.62

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	304,597.51
Direct Deposit Distribution - Paycom Pay	14,995.09
Taxes - PAYCOM Resp.	158,725.62
Payroll Fee	1,844.69
Total Paycom Cash Requirements	480,162.91

Total Cash Requirements

	480,162.91

Generated: (12/17/2024 9:59 AM)

Paycom Payroll, LLC a subsidiary of Paycom Software, Inc.
7501 W. Memorial Road Oklahoma City, OK 73142
(405)722-6900

Page: 1 of 2

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Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 537009CE1

Period Ending: 12/31/2024

Check Date: 12/18/2024

Client: 10056   EIN: 47-4121751

PAYCOM Impound Date: 12/18/2024

A wire request for $480,162.91 will be sent to your bank on 12/17/2024

Paycom Payroll, LLC a subsidiary of Paycom Software, Inc.
7501 W. Memorial Road Oklahoma City, OK 73142
(405)722-6900

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 6E6E3FD30
Period Ending: 12/31/2024
Check Date: 12/18/2024
PAYCOM Impound Date: 12/18/2024

Client: 10056   EIN: 47-4121751

A wire request for $41,919.23 will be sent to your bank on 12/17/2024

Items

Checks / Vouchers	17
Additional Direct Deposit Accounts	4

Billing

Check Processing/Tax Service	456.91
Direct Deposit	8.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Total Billing	494.91

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,847.13	1,847.13	3,694.26
Medicare	564.49	564.49	1,128.98
Federal W/H Tax	8,564.72		8,564.72
California W/H Next Day	2,569.43		2,569.43
California SDI Next Day	428.24		428.24
California ETT Qtrly		3.05	3.05
California SUTA		79.13	79.13
Total Tax Deposits	13,974.01	2,493.80	16,467.81

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	22,312.90
Direct Deposit Distribution - Paycom Pay	2,643.61
Taxes - PAYCOM Resp.	16,467.81
Payroll Fee	494.91
Total Paycom Cash Requirements	41,919.23

Total Cash Requirements   41,919.23

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Page: 1 of 1

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 3A59E6A3F
Period Ending: 11/30/2024
Check Date: 12/10/2024

Client: 10056   EIN: 47-4121751   PAYCOM Impound Date: 12/09/2024

A wire request for $27,820.10 will be sent to your bank on 12/06/2024

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
Additional Services	17.00
Total Billing	630.12

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,419.34	1,419.34	2,838.68
Medicare	378.82	378.82	757.64
Federal W/H Tax	1,450.97		1,450.97
California W/H Next Day	619.82		619.82
California SDI Next Day	292.93		292.93
California ETT Qtrly		1.07	1.07
California SUTA		27.68	27.68
Total Tax Deposits	4,161.88	1,826.91	5,988.79

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	18,344.30
Direct Deposit Distribution - Paycom Pay	2,856.89
Taxes - PAYCOM Resp.	5,988.79
Payroll Fee	630.12
Total Paycom Cash Requirements	27,820.10

Total Cash Requirements

	27,820.10

Generated: (12/6/2024 12:20 PM)

Paycom Payroll, LLC a subsidiary of Paycom Software, Inc.
7501 W. Memorial Road Oklahoma City, OK 73142
(405)722-6900

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Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: E39E3CACC
Period Ending: 12/31/2024
Check Date: 12/26/2024
PAYCOM Impound Date: 12/24/2024

Client: 10056   EIN: 47-4121751

A wire request for $838,626.13 will be sent to your bank on 12/23/2024

Items

Checks / Vouchers	134
Additional Direct Deposit Accounts	12

Billing

Check Processing/Tax Service	2,151.97
Direct Deposit	10.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Total Billing	**2,191.97**

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	4,651.09	4,651.09	9,302.18
Medicare	13,545.41	13,395.25	26,940.66
Federal W/H Tax	72,075.10		72,075.10
California W/H Next Day	35,661.99		35,661.99
California SDI Next Day	9,962.34		9,962.34
California ETT Qtrly		2.22	2.22
California SUTA		57.68	57.68
Hawaii W/H Semiweekly	866.32		866.32
Oregon W/C Tax EE	1.50		1.50
Oregon W/C Tax ER		1.50	1.50
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
Total Tax Deposits	**137,300.79**	**18,294.66**	**155,595.45**

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	659,445.21
Direct Deposit Distribution - Paycom Pay	21,393.50
Taxes - PAYCOM Resp.	155,595.45
Payroll Fee	2,191.97
Total Paycom Cash Requirements	**838,626.13**

Cash Requirements Statement

	Transaction #: E39E3CACC
EXCEL ACADEMY CHARTER SCHOOLS	Period Ending: 12/31/2024
	Check Date: 12/26/2024
Client: 10056 EIN: 47-4121751	PAYCOM Impound Date: 12/24/2024

A wire request for $838,626.13 will be sent to your bank on 12/23/2024

Other Cash Requirements

Manual Checks	10,401.58
Total Other Cash Requirements	10,401.58
Total Cash Requirements	849,027.71

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: B4A14DA2F
Period Ending: 12/15/2024
Check Date: 12/26/2024
PAYCOM Impound Date: 12/24/2024

Client: 10056   EIN: 47-4121751

A wire request for $33,256.23 will be sent to your bank on 12/23/2024

Items

Checks / Vouchers	23
Additional Direct Deposit Accounts	4

Billing

Check Processing/Tax Service	655.97
Direct Deposit	8.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Total Billing	693.97

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,418.36	1,418.36	2,836.72
Medicare	446.66	446.66	893.32
Federal W/H Tax	1,706.24		1,706.24
California W/H Next Day	758.70		758.70
California SDI Next Day	344.35		344.35
California ETT Qtrly		1.67	1.67
California SUTA		43.30	43.30
Total Tax Deposits	4,674.31	1,909.99	6,584.30

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	23,067.11
Direct Deposit Distribution - Paycom Pay	2,910.85
Taxes - PAYCOM Resp.	6,584.30
Payroll Fee	693.97
Total Paycom Cash Requirements	33,256.23

Total Cash Requirements

	33,256.23

Generated: (12/23/2024 12:13 PM)

Paycom Payroll, LLC a subsidiary of Paycom Software, Inc.
7501 W. Memorial Road Oklahoma City, OK 73142
(405)722-6900

Page: 1 of 1

Powered by BoardOnTrack

34 of 116

Charter Connect

5593 N Aberdeen Ln
Tooele, UT 84074 US
dallan@charterconnect.co

INVOICE

BILL TO		INVOICE	2064
Excel Academy		DATE	12/01/2024
		TERMS	Net 30
		DUE DATE	12/31/2024

ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
Packed Class	Packed Class Subscription	12	250.00	3,000.00
Google Ads	Create Google Ads account, link to Google Analytics, Design Ads, Landing page optimization.	12	500.00	6,000.00
Search Engine Optimization	SEO Services	12	500.00	6,000.00

INVOICE FOR JANUARY SERVICE

Dear customer, please notice that card payments will incur a fee of 2.9%, if you do, you will receive a separate invoice a few days later, checks are for free!

SUBTOTAL	15,000.00
DISCOUNT	-2,900.00
TAX	0.00
TOTAL	12,100.00
BALANCE DUE	**$12,100.00**

CONTRACT FOR SERVICES BETWEEN CHARTER CONNECT, INC. AND EXCEL ACADEMY.

This contract was made effective as of 22 November 2024, by and between Charter Connect, and Excel Academy Charter School (Excel Academy) of 1 Technology Dr I-811, Irvine, CA 92618. If not accepted, this offer expires on 31 December 2024. This contract will be considered in effect once signed by, and distributed to both parties, by either email, or certified mail. Performance of services will not begin until Charter Connect receives a signed copy of this contract.

1. DESCRIPTION OF SERVICES. Beginning on 1 January 2025, Charter Connect will provide to Excel Academy the schedule of services as explained in Attachment A. The services described in Attachment A are set out on a schedule covering the next 12 months, describing specifically which services will be performed on a monthly basis. If Excel Academy does not wish for a previously contracted service to be provided in any given month, they must provide notice no later than five (5) calendar days prior to the 1st calendar day of the following month. The written notice must specifically indicate the deviation to the contract, i.e., which services should be placed on pause, and for the duration of time during which that service should be paused. Failure to state a duration of time for the stoppage of that specific service will be construed as a request to pause that service for a single (1) month period of time. The services outlined in Attachment A will then resume following the one (1) month stoppage of time. Excel Academy must maintain a minimum of one (1) service per month.

2. ALTERATIONS OF SERVICES. If Excel Academy wishes to alter services for the following month, Excel Academy must provide notice no later than five (5) calendar days prior to the 1st calendar day of the following month. The written notice must specifically indicate which services are requested. Alterations are only accepted for periods of time of one (1) month, unless clearly specified in writing, and specifically approved by Charter Connect. The services outlined in Attachment A will resume following the one (1) month period of time in which services were altered.

3. PAYMENT. Payment shall be made either via check or via quickbooks ACH payments to Charter Connect of 5593 N Aberdeen Ln, Tooele, Utah, 84074. Excel Academy agrees to make monthly payment(s) in accordance with Attachment A.

Payment will be in accordance with the fee schedule as indicated in Attachment A. If Excel Academy declines services for a month, or requests alterations of services, payment may change depending upon the services requested, and rendered. If changes are requested to the services outlined in Attachment A, notice must be provided no later than five (5) calendar days prior to the 1st calendar day of the

following month. If this stipulation is not met, payment should be for services, and amount contemplated in Attachment A. Payment is considered complete, and non-refundable, once Excel Academy receives, and fulfills an invoice.

In addition to any other right or remedy provided by law, if Excel Academy fails to pay for the Services when due, Charter Connect has the option to treat such failure to pay as a material breach of this Contract, and may cancel this Contract and/or seek legal remedies.

4. WARRANTIES. Charter Connect shall provide its services and meet its obligations under this Contract in a timely and workmanlike manner, using knowledge and recommendations for performing the services which meet generally acceptable standards in Charter Connect's community and region, and will provide a standard of care equal to, or superior to, care used by service providers similar to Charter Connect on similar projects.

5. TERM. This Contract will terminate automatically on 31 December 2025. If Excel Academy terminates services prior to the end of the commitment term stated herein ("Early Termination"), Excel Academy shall be charged a penalty and agrees to pay $500 per every 30 day period prior to the end of the commitment term up to $2000 to Charter Connect, Inc..

6. OWNERSHIP OF SOCIAL MEDIA CONTACTS. Any social media contacts, including "followers" or "friends," that are acquired through accounts (including, but not limited to email addresses, blogs, Twitter, Facebook, Youtube, or other social media networks) used or created on behalf of Excel Academy, to include any and all employees of Excel Academy authorized to act as an agent of Excel Academy, are and will remain the property of Excel Academy.

7. DEFAULT. The occurrence of any of the following shall constitute a material default under this contract:

a. The failure to make a required payment when due in accordance with Attachment A.

b. The insolvency or bankruptcy of either party.

c. The subjection of any of either party's property to any levy, seizure, general assignment for the benefit of creditors, application or sale for or by any creditor or government agency.

d. The failure to make available or deliver the services as described in Attachment A in the time and manner provided for in this contract.

8. REMEDIES ON DEFAULT. In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this Contract (including without limitation the failure to make a monetary payment when due), the other party may terminate the Contract by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 30 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such a time period shall result in the automatic termination of this Contract.

9. FORCE MAJEURE. If performance of this Contract or any obligation under this Contract is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

10. DISPUTE RESOLUTION. The parties will attempt to resolve any dispute arising out of or relating to this Agreement through friendly negotiations amongst the parties. If the matter is not resolved by negotiation, the parties will resolve the dispute using the below Alternative Dispute Resolution (ADR) procedure.

Any controversies or disputes arising out of or relating to this Agreement will be submitted to mediation in accordance with any statutory rules of mediation. If mediation does not successfully resolve the dispute, the parties may proceed to seek an alternative form of resolution in accordance with any other rights and remedies afforded to them by law.

11. DEFAMATION. Charter Connect will recommend marketing services as seen fit to meet the needs of Excel Academy. Should Excel Academy elect to deviate from Charter Connect's recommended marketing plan, then Charter Connect cannot be held

responsible for unsatisfactory marketing results. Excel Academy agrees to not defame Charter Connect digitally or in any other way if Excel Academy uses marketing services other than what Charter Connect personnel recommend.

12. CONFIDENTIALITY. Charter Connect, and its employees, agents, or representatives will not at any time or in any manner, either directly or indirectly, use for the personal benefit of Charter Connect, or divulge, disclose, or communicate in any manner, any information that is proprietary to Excel Academy. Charter Connect and its employees, agents, and representatives will protect such information and treat it as strictly confidential. This provision will continue to be effective after the termination of this Contract.

13. NOTICE. Any notice or communication required or permitted under this Contract shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the addresses listed above or to such other addresses as one party may have furnished to the other in writing. The notice shall be deemed received when delivered or signed for, or on the third day after mailing if not signed for.

14. ENTIRE CONTRACT. This Contract contains the entire agreement of the parties regarding the agreement between Charter Connect to render services described in Attachment A to Excel Academy in exchange for payment as described in Attachment A, and there are no other promises or conditions in any other agreement whether oral or written. This Contract supersedes any prior written or oral agreements between the parties.

15. AMENDMENT. This Contract may be modified or amended if the amendment is made in writing and signed by both parties. Alterations to the schedule of services in Attachment A as described by paragraphs 1 and 2 above shall be considered proper amendments if confirmed via email by the authorized agents of the parties to this contract.

16. SEVERABILITY. If any provision of this Contract shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Contract is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

17. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Contract shall not be construed as a waiver or limitation of that party's

right to subsequently enforce and compel strict compliance with every provision of this Contract.

18. APPLICABLE LAW. This Contract shall be governed by the laws of the State of Utah.

19. SIGNATORIES. This Agreement shall be signed on behalf of Excel Academy by Heidi Gasca, Executive Director, and on behalf of Charter Connect by Shawn Wortham, Director and effective as of the date first above written.

DocuSigned by:

3110C68C22BD4F9...
_____

Heidi Gasca, Executive Director

11/25/2024 | 10:56 AM PST
_____
Date

_____

Shawn Wortham, Director

22 November 2024
_____
Date

Encls.
Attachment A - Marketing Plan

**CHARTER SCHOOLS
DEVELOPMENT CENTER**
817 14th Street, Suite 300
Sacramento, CA 95814-
2923
http://www.chartercenter.org

INVOICE

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

INVOICE # 24833
DATE 12/03/2024
DUE DATE 12/18/2024
TERMS Net 15

DATE	ACTIVITY	QTY	RATE	AMOUNT
	CSDC Membership CSDC Membership: 1 year membership 12/27/2024-12/26/2025: Excel Academy Charter School - Helendale	656	4.00	2,624.00
	CSDC Membership CSDC Membership: 1 year membership 12/27/2024-12/26/2025: Excel Academy Charter School - Warner	1,053	4.00	4,212.00

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

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

PO Box 15126, Sacramento, CA 95851

BALANCE DUE   **$6,836.00**

payments@chartercenter.org
(916) 822-2979

Coversheet

Consent - Education Student/Services

Section: X. Consent
Item: B. Consent - Education Student/Services
Purpose:
Submitted by:
Related Material:

Excel Academy Public School - Google Workspace Renewal - Education Plus - 1 Year - Qt 700 (2).pdf

Prom Event Packet.pdf

BACKGROUND:

Item: Google Workspace for Education Plus Renewal

Background: Google Workspace for Education Plus is an upgraded version of the Education Workspace that Google currently provides to Excel Academy. This allows Teachers will have greater ease in running virtual classes and meetings, will be able to record attendance seamlessly, and integrate the other Google platforms Excel Academy uses into the classroom. Additionally, Google Workspace for Education Plus incorporates security tools to keep the school's workspace protected and optimized, and enables the school administrators to monitor activity across the organization to ensure safe and compliant use of Excel Academy's workspace platform. It is recommended that the Board approve the renewal of the Google Workspace for Education Plus Renewal.

Fiscal Impact: $3,500.00

Warner: $2,310.00

Helendale: $1,190.00

Item: Prom Event Packet Revisions

Background: Changes to the prom packet included one revision to the Guest Policy. The following statement was added: Students who have graduated from Excel Academy in the previous academic school year are permitted to attend prom as 'students' if they have graduated without disciplinary issues.

TRAFERA

Bill to	Ship to	Quote Details
excelcpcs.org		Created: December 3, 2024
Customer No: 93653		Expiration: January 2, 2025
DC		Created by: Weston Shelander
USA		weston.shelander@trafera.com
Estimate No: E000132052		

Contract
None

Products & Services

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
Google Workspace EDU Plus Student Renew	Google Workspace for Education Plus Annual Plan Renewal For every 4 student, customer recieves one free staff		700	$5.00	$3,500.00
				Subtotal	$3,500.00
				Tax	$0.00
				Total	**$3,500.00**
				Net Terms	**N30**

Terms and Conditions
This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.
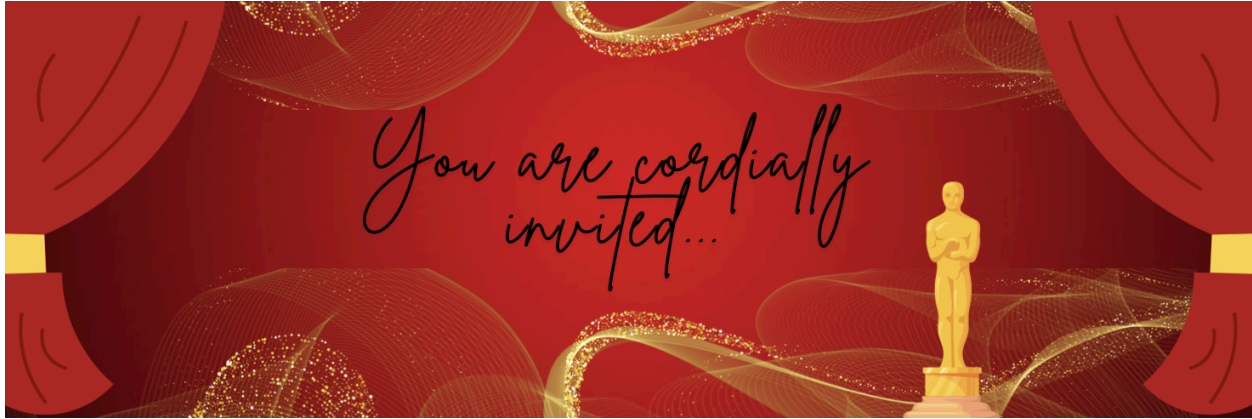
Please Remit Checks to:
Trafera LLC
PO Box 208960
Dallas, TX 75320-8960

Questions? Contact me

Weston Shelander
weston.shelander@trafera.com

Trafera
2550 University Ave W, Suite 416 - S
St. Paul MN 55114
United States

Excel Academy Charter School High School Prom, 2025
"Hollywood Premiere"
April 27, 2025

The 3rd Annual Excel Academy High School Prom promises to be a fun-filled and elegant event for our high school students. The 3-hour harbor cruise in Newport Harbor aboard the 90-foot Dream Maker yacht includes a dessert bar, drinks, live D.J., dancing, and other fun activities.

- Location: 2527 West Coast Hwy, Newport Beach, CA
- Check-In: 6:00 pm
- Boarding: 6:45 pm
- Departing: 7:00 pm
- All students must be picked up by 10:30 pm

Prior to boarding, we will have an hors d'oeuvres "hour" from 6 pm - 6:40 pm. Please note that dinner is **not** provided. The boat will have a dessert bar and drinks.

Ticket Price: $85 per person
- Tickets cannot be purchased for unnamed guests.
- **Your registration and ticket sale are incomplete until payment is received through PayPal. Please read the entire ticket policy on page 3.**
- **No ticket refunds after February 28th will be given to students who miss the event.**
- No tickets will be sold or issued on the day of the event to Excel Academy students or their guests.
- All students and guests must have purchased a ticket, show proof of ticket purchase, and all guests must present their student I.D. card to be admitted to the event.

Parking: Paid parking lots and street parking are available.

End Time: The boat will return by 10:00 pm for disembarkation. Parents or guardians are expected to pick up their students at that time.

Dress Code: The dress code for this event is formal. All clothing should adequately cover all body parts and not reveal undergarments.

Behavior: Students will uphold the behavior code (see below) and will be subject to disciplinary action including the issuance of a BIP if the Behavior Code is violated.

Eligible Excel students:
- Students must be in high school at Excel Academy.
- Students must be in good behavioral standing, and a purchased ticket may be revoked if a student violates expected Excel Academy student behavior before the event.

Required Excel student's paperwork
1. **Excel Academy Special Event Contract Signature Page**
2. **Voluntary Field Trip Authorization and Release of Liability for a Student**

Guests:

Per the attached guest rules, each Excel Academy student may bring up to two (2) guests who are high school students. *Students who have graduated from Excel Academy in the previous academic school year are permitted to attend prom as 'students' if they have graduated without disciplinary issues.* Guests must adhere to the attached Ticket Policy and the Behavior Guidelines.

Required guest paperwork
1. **Special Event Guest Permission Slip**
2. **Voluntary Field Trip Authorization and Release of Liability for a Guest**
3. **Copy of photo ID**

Board approved January, 2025   Page 2

Excel Academy High School Special Event Contract

To promote a healthy, safe, and enjoyable event for all students, the following guidelines are in place. Adult chaperones will be present at the event to ensure the safety of students and guests. All students' parents and/or guardians and students must read, understand, and sign this agreement before receiving their tickets. Should a student violate any of these guidelines they may be separated from interaction and activities at the event or asked to leave the event.

Ticket Policy

- The Special Event Contract Signature Page must be completed and signed before the receipt of tickets.
- Excel Academy students will pay out-of-pocket payments to purchase tickets. Guests must pay for tickets out-of-pocket.
- Parents and family members who are not high school students at Excel Academy are not allowed to attend this event. Students may bring a sibling as a guest if the sibling is also in high school.
- **The last day to cancel without penalty is April 15th. No ticket refunds will be given to students who cancel after April 15th.**
- No ticket refunds will be given to students who miss check-in and/or departure times.
- No ticket refunds will be given to students who are denied entry due to inappropriate behavior or dress as listed in the event information packet.
- Parents and guardians are responsible for transportation to and from the venue. Parents are expected to remain in the area and arrive within 15 minutes of the event's conclusion.
- All Excel Academy rules of conduct apply to this event.

Event and Behavior rules

- Students are expected to follow all safety guidelines for the venue.
- Appropriate behavior and dance styles are expected. Provocative dancing is not permitted.
- Students attending may not use profane language.
- Students attending the event may not use or possess drugs, alcoholic beverages, vape pens, or tobacco. Bags will be checked before entering the event. **Bags will be required to be clear or not permitted for event entry.** If a student appears to be under the influence of any illegal substance, they will not be permitted event entry.
- **Backpacks and large bags will not be allowed.**
- Violations will be grounds for removal from activities for the remainder of the event, a BIP and/or emergency removal from the premise for egregious and/or unsafe behavior.
- The high school principal makes the final decision to determine whether violations of these rules warrant immediate denial of entry, isolation from activities, and/or a BIP.

Board approved January, 2025   Page 3

Special Event Contract Signature Page

<u>Excel Student</u>

In accordance with Excel Academy Charter School's Acknowledgement of Responsibilities as outlined in the current school year's Master Agreement, I, _____(student name), have read the Event and Behavior Rules for this event and agree to uphold them. I agree to conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege that may be revoked if my behavior is not acceptable. Failure to follow the event rules may be grounds for my removal from this event and exclusion from future EACS events.

Student Signature: _____ Date:_____

<u>Parent/Guardian of Excel Student</u>

I, _____(parent/guardian name), has read the Event and Behavior Rules for this event. I understand that my student's participation in school functions is a privilege that may be revoked if their behavior is not acceptable. Tickets will not be refunded for violations that result in denial of entry, isolation, or emergency removal from the event.

Parent/Guardian Signature: _____Date:_____

Special Event Guest Permission Slip

EACS Student Name:_____Grade:_____

Guest Name:_____

Emergency Contact Name:_____

Emergency Contact number_____

Please provide:
1. A photocopy of the guest's high school *photo* ID at the time of ticket purchase and event entry.
2. This form is to be signed by an administrator from the guest school as well as an administrator from Excel Academy.

I, _____(guest's name), have read the Event and Behavior Rules for this event and agree to uphold them. I agree to conduct myself in a respectful, responsible, and safe manner at this Excel Academy special event. I understand that my participation in school functions is a privilege that may be revoked if my behavior is not acceptable. I understand that I am under the jurisdiction of EACS and must follow all school policies. Failure to do so may be grounds for my removal from this event and exclusion from future EACS events.

_____Date:_____
Guest Signature

_____Date:_____
Parent/Guardian Signature

- - - - - - - - - - - *REQUIRED: Administration signatures-* - - - - - - - - - - -

School of Attendance:_____

The above-named guest is a student in good standing at my school and is recommended as a guest for this EACS special event.

_____Date:_____
Signature of Administrator: Guest's school

_____Date:_____
Signature of Administrator: EACS

Coversheet

Consent - Personnel Services

Section: X. Consent
Item: C. Consent - Personnel Services
Purpose: Vote
Submitted by:
Related Material: IRS Mileage Reimbursement Rates 2025.pdf

BACKGROUND:

Item: IRS Mileage Reimbursement Rate

Background: Beginning on Jan. 1, 2025, the standard mileage rates for the use of a car (also vans, pickups or panel trucks) will be:

- 70 cents per mile driven for business use, up 3 cents from 2024.
- 21 cents per mile driven for medical or moving purposes for qualified active-duty members of the Armed Forces; this rate remains unchanged from 2024.
- 14 cents per mile driven in service of charitable organizations; the rate is set by statute and remains unchanged from 2024.

These rates apply to electric and hybrid-electric automobiles as well as gasoline and diesel-powered vehicles.

The standard mileage rate for business use is based on an annual study of the fixed and variable costs of operating an automobile. The rate for medical and moving purposes is based on the variable costs

2025 Standard Mileage Rates

Notice 2025-5

SECTION 1. PURPOSE

This notice provides the optional 2025 standard mileage rates for taxpayers to use in computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes. This notice also provides the amount taxpayers must use in calculating reductions to basis for depreciation taken under the business standard mileage rate, and the maximum standard automobile cost that may be used in computing the allowance under a fixed and variable rate (FAVR) plan. Additionally, this notice provides the maximum fair market value (FMV) of employer-provided automobiles first made available to employees for personal use in calendar year 2025 for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile valuation rule in § 1.61-21(e).[1]

SECTION 2. BACKGROUND

Rev. Proc. 2019-46, 2019-49 I.R.B. 1301, provides rules for computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes, and for substantiating, under § 274(d) and § 1.274-5, the amount of

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[1] Unless otherwise specified, all "section" or "§" references are to sections of the Internal Revenue Code (Code) or the Income Tax Regulations (26 CFR part 1).

- 2 -

ordinary and necessary business expenses of local transportation or travel away from home. Taxpayers using the standard mileage rates must comply with Rev. Proc. 2019-46. However, a taxpayer is not required to use the substantiation methods described in Rev. Proc. 2019-46, but instead may substantiate using actual allowable expense amounts if the taxpayer maintains adequate records or other sufficient evidence.

An independent contractor conducts an annual study for the Internal Revenue Service of the fixed and variable costs of operating an automobile to determine the standard mileage rates for business, medical, and moving use reflected in this notice. The standard mileage rate for charitable use is set by § 170(i).

Longstanding regulations under § 61 provide special valuation rules for employer-provided automobiles. The amount that must be included in the employee's income and wages for the personal use of an employer-provided automobile generally is determined by reference to the automobile's FMV. If an employer chooses to use a special valuation rule, the special value is treated as the FMV of the benefit for income tax and employment tax purposes. Section 1.61-21(b)(4). Two such special valuation rules, the fleet-average valuation rule and the vehicle cents-per-mile valuation rule, are set forth in § 1.61-21(d)(5)(v) and § 1.61-21(e), respectively. These two special valuation rules are subject to limitations, including that they may be used only in connection with automobiles having values that do not exceed a maximum amount set forth in the regulations.

SECTION 3. STANDARD MILEAGE RATES

The standard mileage rate for transportation or travel expenses for 2025 is 70 cents per mile for all miles of business use (business standard mileage rate). See

- 3 -

section 4 of Rev. Proc. 2019-46. However, § 11045 of Public Law 115-97, 131. Stat. 2054 (December 22, 2017), commonly known as the Tax Cuts and Jobs Act (TCJA) suspends all miscellaneous itemized deductions that are subject to the two-percent of adjusted gross income floor under § 67, including unreimbursed employee travel expenses, for taxable years beginning after December 31, 2017, and before January 1, 2026. Thus, the business standard mileage rate provided in this notice cannot be used to claim an itemized deduction for unreimbursed employee travel expenses during the suspension. Notwithstanding the foregoing suspension of miscellaneous itemized deductions, deductions for expenses that are deductible in determining adjusted gross income are not suspended. For example, members of a reserve component of the Armed Forces of the United States (Armed Forces), state or local government officials paid in whole or in part on a fee basis, and certain performing artists are entitled to deduct unreimbursed employee travel expenses as an adjustment to total income on line 12 of Schedule 1 of Form 1040 (2024), *U.S. Individual Income Tax Return*, not as an itemized deduction on Schedule A of Form 1040 (2024), and therefore may continue to use the business standard mileage rate.

The standard mileage rate is 14 cents per mile for use of an automobile in rendering gratuitous services to a charitable organization under § 170. See section 5 of Rev. Proc. 2019-46.

The standard mileage rate for 2025 is unchanged from 2024 at 21 cents per mile for use of an automobile: (1) for medical care described in § 213; or (2) as part of a move for which the expenses are deductible under § 217(g). See section 5 of Rev. Proc. 2019-46. Section 11049 of the TCJA suspends the deduction for moving

- 4 -

expenses for taxable years beginning after December 31, 2017, and before January 1, 2026. However, the suspension does not apply to members of the Armed Forces on active duty who move pursuant to a military order and incident to a permanent change of station. Thus, except for taxpayers to whom § 217(g) applies, the standard mileage rate provided in this notice is not applicable for the use of an automobile as part of a move occurring during the suspension.

SECTION 4. BASIS REDUCTION AMOUNT

For automobiles a taxpayer uses for business purposes, the portion of the business standard mileage rate treated as depreciation is 26 cents per mile for 2021, 26 cents per mile for 2022, 28 cents per mile for 2023, and 30 cents per mile for 2024, and 33 cents per mile for 2025. See section 4.04 of Rev. Proc. 2019-46.

SECTION 5. MAXIMUM STANDARD AUTOMOBILE COST

For purposes of computing the allowance under a FAVR plan, the standard automobile cost may not exceed $61,200 for automobiles (including trucks and vans). See section 6.02(6) of Rev. Proc. 2019-46.

SECTION 6. MAXIMUM VALUE OF EMPLOYER-PROVIDED AUTOMOBILES

For purposes of the fleet-average valuation rule in § 1.61-21(d)(5)(v) and the vehicle cents-per-mile valuation rule in § 1.61-21(e), the maximum FMV of automobiles (including trucks and vans) first made available to employees in calendar year 2025 is $61,200.

SECTION 7. EFFECTIVE DATE

This notice is effective for: (1) deductible transportation expenses paid or incurred on or after January 1, 2025; (2) mileage allowances or reimbursements paid to

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a charitable volunteer or a member of the Armed Forces to whom § 217(g) applies: (a) on or after January 1, 2025, and (b) for transportation expenses the charitable volunteer or such member of the Armed Forces pays or incurs on or after January 1, 2025; and (3) for purposes of the maximum FMV of employer-provided automobiles for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile rule in § 1.61-21(e), automobiles first made available to employees for personal use on or after January 1, 2025.

SECTION 8. EFFECT ON OTHER DOCUMENTS

Notice 2024-08 is superseded.

DRAFTING INFORMATION

The principal author of this notice is Christian Lagorio of the Office of Associate Chief Counsel (Income Tax and Accounting). For further information on this notice regarding the use of an employee-provided automobile, contact Mr. Lagorio at (202) 317-7005 (not a toll-free number). For further information on this notice regarding the use of an employer-provided automobile, contact Stephanie Caden of the Office of Associate Chief Counsel (Employee Benefits, Exempt Organizations, and Employment Taxes), at (202) 317-4774 (not a toll-free number).

Coversheet

Approval of 2023-2024 School Accountability Report Card (SARC)

Section: XI. Education Services
Item: A. Approval of 2023-2024 School Accountability Report Card (SARC)
Purpose: Vote
Submitted by:
Related Material:
SARC Presentation.pdf
2024_School_Accountability_Report_Card_Excel_Academy_Charter_School_-_Warner_20250108
FINAL COPY.pdf
2024_School_Accountability_Report_Card_Excel_Academy_Charter_School_-_Helendale_202501
08 FINAL COPY.pdf

BACKGROUND:

The School Accountability Report Card (SARC) has been created to provide required information
about Excel Academy Charter Schools to the community. The SARC also allows the community to
compare schools regarding student achievement, environment, resources and demographics. Upon
board approval, the SARC is posted on the website and shared with all stakeholders.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

January 9, 2025

WHAT IS THE SARC?

The purpose of the SARC is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

WHAT INFORMATION DOES THE SARC CONTAIN?

Input Section

- School Overview
- Opportunities for Parent Involvement & Professional Development
- School Safety Plan & CTE Update

Data Collection

- Student Enrollment
- Conditions of Learning
- Physical Fitness Test (PFT) Participation
- Engagement - Chronic Absenteeism, School Climate, Class Size

EXCEL ACADEMY CELEBRATIONS
What are we most proud of?

Implementation of the EACS Mission and Vision

Offered CTE Pathways

EACS CAASPP Participation & Overall Data in ELA, Math & Science Exceeded State Requirements & Data Percentages

Educational Partnerships - Successful communication and collaboration

EACS Graduates

Equity-Based Instruction for ALL Students

Retention - Academic Success of Returning Students

Ongoing Professional Development for Staff & Parents

Low Chronic Absenteeism and 0% Suspension & Expulsion

THANK YOU!
Together WE CAN Make
A Difference

Excel Academy Charter School - Warner
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Excel Academy Charter School - Warner
Street	1 Technology Dr., i-811, Irvine, CA 92618
City, State, Zip	Irvine
Phone Number	949-387-7822
Principal	Jennifer Craig, Director
Email Address	jcraig@excelacademy.education
School Website	https://www.excelacademy.education/
Grade Span	K-12
County-District-School (CDS) Code	California

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Excel Academy Charter School strives to meet the educational needs of the whole child by delivering a high-quality model of education rooted in personalized learning, flexible schedules, and proven multi-tiered systems of support for all TK-12 students. The academic paths allow families to choose the mode of education that best fits the needs of the student and parent. Our academic path options include: Personalized Elementary Path, Personalized Secondary Path, and Virtual Path. Students have direct access to state-approved curriculum, as well as academic and elective services using instructional funds provided by the charter school. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned credentialed teacher. In collaboration with the

2024 School Accountability Report Card   Page 2 of 28   Excel Academy Charter School - Warner

2024-25 School Description and Mission Statement

credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Students benefit from the structure of the classroom environment with the flexibility to pursue additional learning opportunities in the afternoons. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan for their students. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress and social - emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays.

During the 2024-25 school year, Excel Academy will continue to involve all educational partners in decision-making at the school level through participation in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Council (PAC), and streamlined daily, weekly, and monthly communication. The focus on the connections between educational partners and Excel Academy is to foster investment in education and provide meaningful transparent communication. Excel Academy will continue to gather baseline data from internal assessments and the upcoming California Assessment of Student Performance and Progress (CAASPP) results, and will work to meet or exceed student performance data in both English language arts (ELA) and math by 2% each year. Excel Academy will establish baseline data of college and career readiness at the conclusion of the 2024-25 school year and will strive to increase 2% annually in the number of students that are college and career ready. Excel Academy will maintain a rate of average daily attendance (ADA) at 95% or higher or increase ADA by 2% each school year until reaching 95% or above, and will maintain less than a 1% suspension and expulsion rate. Excel Academy aims for students to complete all standards in ELA, math, science, social studies, visual and performing arts, physical education, health, and world languages, while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

Mission Statement:
Excel Academy will provide 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.

Our Vision:
We are all about CHOICE:

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

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

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

I: Independence, Individualization, Inspiration, & Investigation

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

E: Education, Equity, Enjoyment, Exploration & Empowerment

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	86
Grade 2	101
Grade 3	92
Grade 4	85
Grade 5	79
Grade 6	87
Grade 7	68
Grade 8	68
Grade 9	59
Grade 10	42
Grade 11	58
Grade 12	35
Total Enrollment	967

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.1
Asian	12.6
Black or African American	3
Filipino	2.3
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.2
White	37.1
English Learners	3.7
Foster Youth	0.5
Homeless	0.3
Socioeconomically Disadvantaged	42
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

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

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

A. Conditions of Learning

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.20	39.95	108.20	60.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.60	0.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	38.20	58.30	64.50	36.23	11953.10	4.28
Unknown/Incomplete/NA	1.10	1.74	4.60	2.63	15831.90	5.67
Total Teaching Positions	65.50	100.00	178.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.10	75.43	149.10	73.55	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.49	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13.30	22.72	47.40	23.42	11746.90	4.23
Unknown/Incomplete/NA	1.00	1.83	5.10	2.54	14303.80	5.15
Total Teaching Positions	58.50	100.00	202.70	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.10	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	37.50	38.20	13.3
Total Out-of-Field Teachers	37.50	38.20	13.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.40	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Excel Academy offers a tuition-free, independent study personalized learning model for students in grades TK-12 where they receive equity-based curriculum options that are vetted for standards alignment and a high level of rigor. Teachers, students, and parents consistently collaborate to properly pace and design an instructional program to successfully work through grade-level Common Core State Standards with pre-approved curriculum options.

Excel Academy encourages parents, in collaboration with their highly qualified, California-credentialed teacher, to select from vetted equity-based curriculum, educational resources, and materials from approved community providers using instructional funds provided by the charter school. Using these educational resources, families create a customized learning experience for their children in partnership with their teacher. Excel Academy has an administrative team that examines the curriculum choices allowed by the school each year, with an emphasis on ensuring all curricula meet the California Content Standards for each subject. Additionally, teachers act as a highly qualified partner to the parent, ensuring each student's specific needs are met and acting as the final decision maker for the student's curricula and academic path. English learner (EL) students have access to a standards-aligned English language development (ELD) curriculum. Intervention students have access to standards-aligned intervention curriculum in the areas of mathematics and English language arts (ELA). In addition, the school provides all students access to online grade-level standards curriculum through a variety of online programs. Students who are identified in the "What I Need" (WIN) program are provided with access to additional resources and supplemental support.

Year and month in which the data were collected	

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Excel Academy is a non-classroom based charter school.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	66	60	53	45	46	47
Mathematics (grades 3-8 and 11)	55	51	40	35	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	555	534	96.22	3.78	60.49
Female	266	258	96.99	3.01	61.63
Male	288	275	95.49	4.51	59.27
American Indian or Alaska Native	0	0	0	0	0
Asian	70	69	98.57	1.43	79.71
Black or African American	22	22	100.00	0.00	36.36
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	179	172	96.09	3.91	47.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	64	95.52	4.48	64.06
White	203	193	95.07	4.93	65.28
English Learners	25	24	96.00	4.00	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	237	94.42	5.58	48.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	57	91.94	8.06	28.07

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024 School Accountability Report Card

Excel Academy Charter School - Warner

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	555	536	96.58	3.42	51.12
Female	266	259	97.37	2.63	49.81
Male	288	276	95.83	4.17	52.54
American Indian or Alaska Native	0	0	0	0	0
Asian	70	69	98.57	1.43	73.91
Black or African American	22	22	100.00	0.00	18.18
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	179	174	97.21	2.79	35.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	64	95.52	4.48	57.81
White	203	193	95.07	4.93	58.03
English Learners	25	24	96.00	4.00	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	239	95.22	4.78	38.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	58	93.55	6.45	13.79

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	48.43	54.39	11.76	12.31	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	229	95.02	4.98	54.15
Female	119	112	94.12	5.88	50.89
Male	122	117	95.90	4.10	57.26
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	71	95.95	4.05	46.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	27	96.43	3.57	51.85
White	96	88	91.67	8.33	62.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	101	94.39	5.61	48.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	26	92.86	7.14	19.23

2023-24 Career Technical Education Programs

23/24
Primary Representative: Lorrie Wood, Secondary Principal

The following three CTE pathways were offered during the 2023-2024 school year:
Marketing Sales & Service "Marketing," Health Science & Medical Technology "Patient Care," and Arts, Media and Entertainment: Digital Media and Photography Pathway

The courses for the respective pathways were offered:

8310: Intermediate Marketing Concentrator- EACS offered the year one Concentrator course (6 students)
7921: Intermediate Patient Care Concentrator- EACS offered this year one Concentrator course (5 students)
7220: CTE Digital Media and Photography 1 - EACS offered this year one Concentrator course (6 students)

Total Students - 17
Total Completers - 2

2023-24 Career Technical Education Programs

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

1) Measurable outcomes for 8310: Intermediate Marketing Concentrator

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

Foundations and Scope of Marketing-
Identify the four foundations of marketing and explain its nature, scope, and impact on the economy.
Differentiate marketing and merchandising of products and services.
Recognize the role of marketing in a free enterprise system and its connection to major fields of business activity.

Consumer Behavior and Market Strategies -
Differentiate among categories of consumer goods and understand how businesses use market segmentation to target audiences.
Explain marketing strategies, including product-mix strategies, pricing strategies, and promotional mix strategies.
Understand the product life cycle and its influence on marketing decisions.

Economic Principles and Business Operations -
Demonstrate knowledge of economic systems, resources, cost-profit relationships, and economic indicators like GDP and GNP.
Analyze the relationship between government, trade regulations, and business ownership types.
Evaluate ethical and legal considerations in marketing, including promotions, distribution, and customer interactions.

Marketing Research and Decision-Making -
Trace steps in designing, conducting, and analyzing marketing research using tools and descriptive statistics.
Assess trends, limitations, and the use of marketing information systems for decision-making.
Develop and implement marketing campaigns and business plans.

Distribution and Logistics -
Explain the nature of channels of distribution, logistics, and their impact on product costs.
Explore the shipping, receiving, importing, and exporting processes within distribution.

Technology and E-Commerce -
Understand the role of technology and e-commerce in modern marketing.
Assess how businesses use technology for pricing, selling, and delivering products or services.

Entrepreneurship and Career Development -
Define entrepreneurship and describe the skills, values, and best practices for business success.
Explore career opportunities in marketing, create career plans, and identify hard and soft skills required for success.

Customer Relations and Team Building -
Examine the influence of customers on marketing strategies and the importance of client records.
Develop interpersonal skills, teamwork, and practices that create strong, respectful companies.

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

Evaluation methods:
- Student projects
- Written work
- Exams

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2023-24 Career Technical Education Programs

- Observation record of student performance
- Completion of assignment

2) Measurable Outcomes for 7921: Intermediate Patient Care Concentrator

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

Medical Terms and Components -
Identify and describe the components of medical terms (prefixes, suffixes, and combining forms) and their role in defining terms.
Recognize and use commonly used medical prefixes, suffixes, and combining forms across body systems.
Translate medical documentation, including abbreviations, using knowledge of medical terminology.

Anatomical and Functional Organization -
Describe the body's building blocks and organization from cells to systems.
Define anatomic position, body planes, cavities, and regions, and relate them to organs and functions.
Explain body movements, joint types, and terminology related to motion and posture.

System-Specific Knowledge -
Identify the organs, functions, common diseases, and conditions of major body systems (e.g., respiratory, cardiovascular, nervous, musculoskeletal, endocrine, urinary, reproductive, digestive, integumentary, blood, lymphatic, immune, and special senses).
Use system-specific prefixes, suffixes, and combining forms to construct and understand medical terms.

Diagnostics, Treatments, and Procedures -
Explain tests, tools, procedures, and treatments used to diagnose and treat conditions within each body system.
Translate and transcribe medical documentation, including abbreviations, specific to diagnostics and treatments.

Specialty Areas and Eponyms -
Describe the origins of eponyms and provide examples.
Recognize terminology, tools, procedures, and abbreviations used in specialty areas such as pharmacology, psychiatry, oncology, genetics, radiology, and pathology.

Integration Across Systems -
Apply medical terminology and abbreviations across multiple systems in medical documentation.
Understand interdisciplinary tools, treatments, and procedures involving multiple body systems.

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

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

3) 7220: Measurable Outcomes for Digital Media and Photography 1

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

Camera Basics and Equipment -
Explain camera anatomy, lens types, light meters, and camera functionality.

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2023-24 Career Technical Education Programs

Describe proper care, maintenance, and safe use of cameras and support equipment like tripods.
Discuss how to prepare for a photo or video shoot, including location, lighting, and equipment considerations.

Lighting and Composition -
Identify light sources, exposure, and their effects on photography.
Explore composition techniques, color theory, and the relationship between lenses and visual design.
Understand how to use available light and artificial lighting effectively.

Photographic Art and History -
Differentiate between art and fine art photography.
Identify influential photographers, trends, and themes in photographic history.
Describe the mechanics of early photographic systems and their evolution.

Image Editing and Digital Media -
Use software tools for editing, enhancing, and manipulating digital images.
Understand file types, resolution, compression, and digital media terminology.
Apply design principles to create and enhance raster, vector, 2D, and 3D graphics.

Digital Presentation and Animation -
Design effective digital presentations incorporating text, images, and multimedia elements.
Understand animation basics, formats, and tools, and create animations for various platforms.
Explore typography, layout, and transitions in digital presentations.

Video Production -
Demonstrate framing, camera angles, and movement in digital video.
Create a storyboard, plan a production, and conduct a video shoot.
Edit, export, and distribute video files following industry standards.

Legal, Ethical, and Professional Practices -
Define copyright boundaries and ethical considerations in photography and digital media.
Discuss budget planning and the components of exhibitions or productions.
Identify career opportunities in photography, digital media, and animation, and articulate the interpersonal skills needed for success.

Planning and Execution -
Prepare for creative projects by determining purpose, audience, and design layout.
Plan, execute, and evaluate photo, video, or graphic production processes using professional tools and techniques.

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

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.45
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	2.56

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96
Grade 7	96	96	96	96	96
Grade 9	93	93	93	93	93

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

To ensure parents have the opportunity to provide input, parents, as well as all educational partners, are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Schoolsite Council (SSC), and Parent Advisory Council (PAC) meetings. The SSC is comprised of parents, teachers, students, and school staff who work together to develop and monitor Excel Academy's continuous growth and improvement. The specific areas of monitoring include, but is not limited to, the school budget, the School Plan for Student Achievement (SPSA), the Local Control and Accountability Plan (LCAP), curriculum, instruction, assessment data, grants, and school program development. The ELAC is a committee for parents or other community members to advocate for English learners. School information and opportunities for English learner support and participation are shared during the meeting. The PAC meeting is held in conjunction with the Parent Power-Up which is a parent education event with sessions pertaining to parent and student academic support. The PAC meeting is led by the elementary and high school principals and is designed to foster communication with parents to address and recommend changes to the Excel Academy administration regarding specific areas of school operations in order to help the school attain its goal of providing each child with the best education possible. Excel Academy believes that active parent, student, and staff participation in school operations will help foster the sustainability of the school. The SSC, ELAC, and PAC meetings play an important role in making Excel Academy even more responsive to the needs of all educational partners by providing continual improvement and ensuring open and positive communication and collaboration with families. Invitations for all meetings are sent through Beehively and social media platforms, and multiple reminders and agendas are posted in advance. Excel Academy provides ongoing parent education throughout the school year. Parents are encouraged to complete surveys to gather feedback that is used to evaluate current policies, procedures, and programs. Along with the Family Needs Request & Feedback Form that is readily available on the school's website, parents have access to participate in a live chat as another means to access pertinent information and ask questions. Through Beehively, all documents can be translated into Spanish immediately. Translation in other languages is provided upon request.

For questions regarding SSC or ELAC meetings, please contact Tamara Murphy, Intervention Coordinator, at tmurphy@excelacademy.education.

For questions pertaining to PAC meetings, please contact Lorrie Wood, High School Principal, at lwood@excelacademy.education or April Saade, Elementary School Principal, at asaade@excelacademy.education.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.3	2.3	2.4	14.3	23.6	20.4	7.8	8.2	8.9
Graduation Rate	87.2	97.7	83.3	63.5	52.1	29.9	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	42	35	83.3
Female	25	21	84.0
Male	17	14	82.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	12	10	83.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	15	83.3
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	25	22	88.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1126	1072	16	1.5
Female	561	535	9	1.7
Male	565	537	7	1.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	138	132	0	0.0
Black or African American	33	30	0	0.0
Filipino	22	22	0	0.0
Hispanic or Latino	366	348	11	3.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	117	110	2	1.8
White	418	398	3	0.8
English Learners	45	44	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	480	454	16	3.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	117	6	5.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	0	0	0.37	0.41	0.56	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The school safety plan was last reviewed and updated with staff in June 2024. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, bloodborne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

D. Other SARC Information	**Information Required in the SARC**
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	3		
1	2	7		
2	3	4		
3	7	2		
4	3	4		
5	3	5		
6	4	3		
Other	15	27	14	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	4		
1	2	5		
2	3	4		
3	3	4		
4	6	4		
5	2	8		
6	3	7		
Other	10	41	7	

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	115		
Mathematics	2	111		
Science	2	74		
Social Science	2	93		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	106		
Mathematics	2	105		
Science	2	93		
Social Science	2	95		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	276.29

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.7
Resource Specialist (non-teaching)	
Other	16.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,072.21	$2,697	$9,375.21	$70,461.43
District	N/A	N/A		$94,377.80
Percent Difference - School Site and District	N/A	N/A		-29.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,919.05	$50,757
Mid-Range Teacher Salary	$67,964.33	$75,693
Highest Teacher Salary	$86,095.18	$105,687
Average Principal Salary (Elementary)	$91,237.40	$121,443
Average Principal Salary (Middle)	N/A	$132,509
Average Principal Salary (High)	$96,793.76	$133,106
Superintendent Salary	$182,932.94	$167,660
Percent of Budget for Teacher Salaries	32%	26%
Percent of Budget for Administrative Salaries	9%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.5

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

Excel Academy Charter School exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff. 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. Information learned from professional development seminars and conferences are shared with the staff and teachers during set training days. Excel Academy teachers and staff are provided with professional development training multiple times throughout the year. These trainings include technical and compliance training, departmental updates, and special program workshops. All topics are selected by a combination of staff surveys and departmental needs. Surveys are sent to all staff requesting input in the areas they would most like training in, as well as assessing the effectiveness of the training they received, the delivery of the training, and how trainings could be improved. All of these factors are taken into consideration when developing the agendas.

Excel Academy teachers are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers have been trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. Teachers receive professional development on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS. In-depth training is also centered around teacher led equity based instruction, social and emotional learning (SEL), as well as identifying and supporting English leaners and WIN (What I Need) intervention students who test one or more years below grade level on the fall i-Ready benchmark assessments in math and/or ELA. This includes updates on how to use and monitor online programs used to support struggling students. In addition, teachers and staff are required to participate in training modules every year on the following topics: Sexual Harassment Prevention, Active Shooters, School Intruders, Bloodborne Pathogen Exposure Prevention, Mandated Reporter: Child Abuse and Neglect, Medication Administration: Epinephrine Auto-Injectors, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Diversity Awareness: Staff to Student, and Sensitivity Awareness.

Teachers are continually supported during the school year to provide support and ensure implementation of professional learnings through individual Zoom or phone conferences for mentoring. In addition, follow-up videos for support are provided to all teachers. The administrative team adheres to the California Professional Standards for Educational Leaders (CPSEL) to support growth and development. Additionally, the leadership team completes a SWOT analysis of the individual departments to aide in goal setting which ultimately drives individual goals. Evaluations are held during the year to stay up-to-date on each individual staff member's goals and areas of growth. All administration and department leads are given the opportunity to attend conferences and trainings throughout the year to increase their proficiency and develop their individual departmental

Professional Development

knowledge and goals.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	15	15

Excel Academy Charter School - Helendale
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Excel Academy Charter School - Helendale
Street	1 Technology Dr. i-811, Irvine, CA 92618
City, State, Zip	Irvine
Phone Number	949-387-7822
Principal	Jennifer Craig, Director
Email Address	jcraig@excelacademy.education
School Website	https://www.excelacademy.education/
Grade Span	K-12
County-District-School (CDS) Code	California

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Excel Academy Charter School strives to meet the educational needs of the whole child by delivering a high-quality model of education rooted in personalized learning, flexible schedules, and proven multi-tiered systems of support for all TK-12 students. The academic paths allow families to choose the mode of education that best fits the needs of the student and parent. Our academic path options include: Personalized Elementary Path, Personalized Secondary Path, and Virtual Path. Students have direct access to state-approved curriculum, as well as academic and elective services using instructional funds provided by the charter school. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned credentialed teacher. In collaboration with the

2024-25 School Description and Mission Statement

credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Students benefit from the structure of the classroom environment with the flexibility to pursue additional learning opportunities in the afternoons. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan for their students. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress and social - emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays.

During the 2024-25 school year, Excel Academy will continue to involve all educational partners in decision-making at the school level through participation in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Council (PAC), and streamlined daily, weekly, and monthly communication. The focus on the connections between educational partners and Excel Academy is to foster investment in education and provide meaningful transparent communication. Excel Academy will continue to gather baseline data from internal assessments and the upcoming California Assessment of Student Performance and Progress (CAASPP) results, and will work to meet or exceed student performance data in both English language arts (ELA) and math by 2% each year. Excel Academy will establish baseline data of college and career readiness at the conclusion of the 2024-25 school year and will strive to increase 2% annually in the number of students that are college and career ready. Excel Academy will maintain a rate of average daily attendance (ADA) at 95% or higher or increase ADA by 2% each school year until reaching 95% or above, and will maintain less than a 1% suspension and expulsion rate. Excel Academy aims for students to complete all standards in ELA, math, science, social studies, visual and performing arts, physical education, health, and world languages, while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

Mission Statement:
Excel Academy will provide 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.

Our Vision:
We are all about CHOICE:

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

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

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

I: Independence, Individualization, Inspiration, & Investigation

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

E: Education, Equity, Enjoyment, Exploration & Empowerment

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	51
Grade 2	51
Grade 3	66
Grade 4	58
Grade 5	43
Grade 6	55
Grade 7	54
Grade 8	44
Grade 9	37
Grade 10	19
Grade 11	32
Grade 12	19
Total Enrollment	602

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.3
Non-Binary	0.2
Asian	12
Black or African American	3.7
Filipino	1
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	9.6
White	25.2
English Learners	4.5
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	48.7
Students with Disabilities	12

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A. Conditions of Learning

State Priority: Basic

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

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

A. Conditions of Learning

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.70	50.34	239.90	73.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.92	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.50	2.94	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	28.80	47.24	67.50	20.82	11953.10	4.28
Unknown/Incomplete/NA	1.40	2.41	4.50	1.39	15831.90	5.67
Total Teaching Positions	61.00	100.00	324.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.90	74.59	262.30	80.17	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	1.83	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.10	0.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.70	24.34	53.60	16.38	11746.90	4.23
Unknown/Incomplete/NA	0.50	1.05	3.10	0.95	14303.80	5.15
Total Teaching Positions	52.10	100.00	327.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	22.00	28.80	12.7
Total Out-of-Field Teachers	22.00	28.80	12.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.10	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Excel Academy offers a tuition-free, independent study personalized learning model for students in grades TK-12 where they receive equity-based curriculum options that are vetted for standards alignment and a high level of rigor. Teachers, students, and parents consistently collaborate to properly pace and design an instructional program to successfully work through grade-level Common Core State Standards with pre-approved curriculum options.

Excel Academy encourages parents, in collaboration with their highly qualified, California-credentialed teacher, to select from vetted equity-based curriculum, educational resources, and materials from approved community providers using instructional funds provided by the charter school. Using these educational resources, families create a customized learning experience for their children in partnership with their teacher. Excel Academy has an administrative team that examines the curriculum choices allowed by the school each year, with an emphasis on ensuring all curricula meet the California Content Standards for each subject. Additionally, teachers act as a highly qualified partner to the parent, ensuring each student's specific needs are met and acting as the final decision maker for the student's curricula and academic path. English learner (EL) students have access to a standards-aligned English language development (ELD) curriculum. Intervention students have access to standards-aligned intervention curriculum in the areas of mathematics and English language arts (ELA). In addition, the school provides all students access to online grade-level standards curriculum through a variety of online programs. Students who are identified in the "What I Need" (WIN) program are provided with access to additional resources and supplemental support.

Year and month in which the data were collected	

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Excel Academy is a non-classroom based charter school.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	60	54	47	46	46	47
Mathematics (grades 3-8 and 11)	48	48	32	33	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	350	97.77	2.23	54.29
Female	186	183	98.39	1.61	59.02
Male	172	167	97.09	2.91	49.10
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	68.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	178	174	97.75	2.25	48.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	57.45
White	79	77	97.47	2.53	59.74
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	182	97.85	2.15	46.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	18.37

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	350	97.77	2.23	48.00
Female	186	183	98.39	1.61	46.45
Male	172	167	97.09	2.91	49.70
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	60.53
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	178	174	97.75	2.25	38.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	57.45
White	79	77	97.47	2.53	61.04
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	182	97.85	2.15	39.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	12.24

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	44.35	45.19	21.94	30.15	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	138	95.83	4.17	44.53
Female	88	85	96.59	3.41	41.18
Male	56	53	94.64	5.36	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	71	94.67	5.33	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	65.00
White	33	32	96.97	3.03	40.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	74	98.67	1.33	43.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	18	81.82	18.18	5.56

2023-24 Career Technical Education Programs

23/24
Primary Representative: Lorrie Wood, Secondary Principal

The following three CTE pathways were offered during the 2023-2024 school year:
Marketing Sales & Service "Marketing," Health Science & Medical Technology "Patient Care," and Arts, Media and Entertainment: Digital Media and Photography Pathway

The courses for the respective pathways were offered:

8310: Intermediate Marketing Concentrator- EACS offered the year one Concentrator course (6 students)
7921: Intermediate Patient Care Concentrator- EACS offered this year one Concentrator course (5 students)
7220: CTE Digital Media and Photography 1 - EACS offered this year one Concentrator course (6 students)

Total Students - 17
Total Completers - 2

2023-24 Career Technical Education Programs

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

1) Measurable outcomes for 8310: Intermediate Marketing Concentrator

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

Foundations and Scope of Marketing-
Identify the four foundations of marketing and explain its nature, scope, and impact on the economy.
Differentiate marketing and merchandising of products and services.
Recognize the role of marketing in a free enterprise system and its connection to major fields of business activity.

Consumer Behavior and Market Strategies -
Differentiate among categories of consumer goods and understand how businesses use market segmentation to target audiences.
Explain marketing strategies, including product-mix strategies, pricing strategies, and promotional mix strategies.
Understand the product life cycle and its influence on marketing decisions.

Economic Principles and Business Operations -
Demonstrate knowledge of economic systems, resources, cost-profit relationships, and economic indicators like GDP and GNP.
Analyze the relationship between government, trade regulations, and business ownership types.
Evaluate ethical and legal considerations in marketing, including promotions, distribution, and customer interactions.

Marketing Research and Decision-Making -
Trace steps in designing, conducting, and analyzing marketing research using tools and descriptive statistics.
Assess trends, limitations, and the use of marketing information systems for decision-making.
Develop and implement marketing campaigns and business plans.

Distribution and Logistics -
Explain the nature of channels of distribution, logistics, and their impact on product costs.
Explore the shipping, receiving, importing, and exporting processes within distribution.

Technology and E-Commerce -
Understand the role of technology and e-commerce in modern marketing.
Assess how businesses use technology for pricing, selling, and delivering products or services.

Entrepreneurship and Career Development -
Define entrepreneurship and describe the skills, values, and best practices for business success.
Explore career opportunities in marketing, create career plans, and identify hard and soft skills required for success.

Customer Relations and Team Building -
Examine the influence of customers on marketing strategies and the importance of client records.
Develop interpersonal skills, teamwork, and practices that create strong, respectful companies.

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

Evaluation methods:
- Student projects
- Written work
- Exams

2023-24 Career Technical Education Programs

- Observation record of student performance
- Completion of assignment

2) Measurable Outcomes for 7921: Intermediate Patient Care Concentrator

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

Medical Terms and Components -
Identify and describe the components of medical terms (prefixes, suffixes, and combining forms) and their role in defining terms.
Recognize and use commonly used medical prefixes, suffixes, and combining forms across body systems.
Translate medical documentation, including abbreviations, using knowledge of medical terminology.

Anatomical and Functional Organization -
Describe the body's building blocks and organization from cells to systems.
Define anatomic position, body planes, cavities, and regions, and relate them to organs and functions.
Explain body movements, joint types, and terminology related to motion and posture.

System-Specific Knowledge -
Identify the organs, functions, common diseases, and conditions of major body systems (e.g., respiratory, cardiovascular, nervous, musculoskeletal, endocrine, urinary, reproductive, digestive, integumentary, blood, lymphatic, immune, and special senses).
Use system-specific prefixes, suffixes, and combining forms to construct and understand medical terms.

Diagnostics, Treatments, and Procedures -
Explain tests, tools, procedures, and treatments used to diagnose and treat conditions within each body system.
Translate and transcribe medical documentation, including abbreviations, specific to diagnostics and treatments.

Specialty Areas and Eponyms -
Describe the origins of eponyms and provide examples.
Recognize terminology, tools, procedures, and abbreviations used in specialty areas such as pharmacology, psychiatry, oncology, genetics, radiology, and pathology.

Integration Across Systems -
Apply medical terminology and abbreviations across multiple systems in medical documentation.
Understand interdisciplinary tools, treatments, and procedures involving multiple body systems.

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

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

3) 7220: Measurable Outcomes for Digital Media and Photography 1

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

Camera Basics and Equipment -
Explain camera anatomy, lens types, light meters, and camera functionality.

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2023-24 Career Technical Education Programs

Describe proper care, maintenance, and safe use of cameras and support equipment like tripods.
Discuss how to prepare for a photo or video shoot, including location, lighting, and equipment considerations.

Lighting and Composition -
Identify light sources, exposure, and their effects on photography.
Explore composition techniques, color theory, and the relationship between lenses and visual design.
Understand how to use available light and artificial lighting effectively.

Photographic Art and History -
Differentiate between art and fine art photography.
Identify influential photographers, trends, and themes in photographic history.
Describe the mechanics of early photographic systems and their evolution.

Image Editing and Digital Media -
Use software tools for editing, enhancing, and manipulating digital images.
Understand file types, resolution, compression, and digital media terminology.
Apply design principles to create and enhance raster, vector, 2D, and 3D graphics.

Digital Presentation and Animation -
Design effective digital presentations incorporating text, images, and multimedia elements.
Understand animation basics, formats, and tools, and create animations for various platforms.
Explore typography, layout, and transitions in digital presentations.

Video Production -
Demonstrate framing, camera angles, and movement in digital video.
Create a storyboard, plan a production, and conduct a video shoot.
Edit, export, and distribute video files following industry standards.

Legal, Ethical, and Professional Practices -
Define copyright boundaries and ethical considerations in photography and digital media.
Discuss budget planning and the components of exhibitions or productions.
Identify career opportunities in photography, digital media, and animation, and articulate the interpersonal skills needed for success.

Planning and Execution -
Prepare for creative projects by determining purpose, audience, and design layout.
Plan, execute, and evaluate photo, video, or graphic production processes using professional tools and techniques.

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

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	.04%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.13
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	13.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	92	92	92	92
Grade 7	93	93	93	93	93
Grade 9	92	92	92	92	92

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

To ensure parents have the opportunity to provide input, parents, as well as all educational partners, are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Schoolsite Council (SSC), and Parent Advisory Council (PAC) meetings. The SSC is comprised of parents, teachers, students, and school staff who work together to develop and monitor Excel Academy's continuous growth and improvement. The specific areas of monitoring include, but is not limited to, the school budget, the School Plan for Student Achievement (SPSA), the Local Control and Accountability Plan (LCAP), curriculum, instruction, assessment data, grants, and school program development. The ELAC is a committee for parents or other community members to advocate for English learners. School information and opportunities for English learner support and participation are shared during the meeting. The PAC meeting is held in conjunction with the Parent Power-Up which is a parent education event with sessions pertaining to parent and student academic support. The PAC meeting is led by the elementary and high school principals and is designed to foster communication with parents to address and recommend changes to the Excel Academy administration regarding specific areas of school operations in order to help the school attain its goal of providing each child with the best education possible. Excel Academy believes that active parent, student, and staff participation in school operations will help foster the sustainability of the school. The SSC, ELAC, and PAC meetings play an important role in making Excel Academy even more responsive to the needs of all educational partners by providing continual improvement and ensuring open and positive communication and collaboration with families. Invitations for all meetings are sent through Beehively and social media platforms, and multiple reminders and agendas are posted in advance. Excel Academy provides ongoing parent education throughout the school year. Parents are encouraged to complete surveys to gather feedback that is used to evaluate current policies, procedures, and programs. Along with the Family Needs Request & Feedback Form that is readily available on the school's website, parents have access to participate in a live chat as another means to access pertinent information and ask questions. Through Beehively, all documents can be translated into Spanish immediately. Translation in other languages is provided upon request.

For questions regarding SSC or ELAC meetings, please contact Tamara Murphy, Intervention Coordinator, at tmurphy@excelacademy.education.

For questions pertaining to PAC meetings, please contact Lorrie Wood, High School Principal, at lwood@excelacademy.education or April Saade, Elementary School Principal, at asaade@excelacademy.education.

C. Engagement	State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0	4.5	4.2	17	15.5	11.3	7.8	8.2	8.9
Graduation Rate	100	90.9	91.7	62.1	66.9	67.0	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	24	22	91.7
Female	17	16	94.1
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	13	13	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0	0	0.00
Socioeconomically Disadvantaged	16	16	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	676	663	8	1.2
Female	335	330	3	0.9
Male	339	332	5	1.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	79	78	0	0.0
Black or African American	23	22	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	311	307	6	2.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	64	63	1	1.6
White	171	167	1	0.6
English Learners	30	30	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	335	325	8	2.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	95	1	1.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	0	0	0.93	0.91	0.64	3.17	3.6	3.28
Expulsions	0	0	0	0.02	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The school safety plan was last reviewed and updated with staff in June 2024. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, bloodborne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	3		
1	3	2		
2	6	1		
3	4	3		
4	3	2		
5	4	3		
6	4	4		
Other	9	31	5	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	2		
1	3	3		
2	2	6		
3	5	3		
4	6	2		
5	3	3		
6	7	2		
Other	8	35	4	

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	54		
Mathematics	1	68		
Science	2	42		
Social Science	2	48		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	62		
Mathematics	2	63		
Science	2	51		
Social Science	2	49		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	172

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	12.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,454.65	$2,424.51	$9,030.14	$70,461.43
District	N/A	N/A		$94,377.80
Percent Difference - School Site and District	N/A	N/A		-29.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,919.05	$57,839
Mid-Range Teacher Salary	$67,964.33	$90,040
Highest Teacher Salary	$86,095.18	$118,647
Average Principal Salary (Elementary)	$91,237.40	$144,639
Average Principal Salary (Middle)	N/A	$148,270
Average Principal Salary (High)	$96,793.76	$161,275
Superintendent Salary	$182,932.94	$229,986
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	9%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.9

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

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

Professional Development

Excel Academy Charter School exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff. 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. Information learned from professional development seminars and conferences are shared with the staff and teachers during set training days. Excel Academy teachers and staff are provided with professional development training multiple times throughout the year. These trainings include technical and compliance training, departmental updates, and special program workshops. All topics are selected by a combination of staff surveys and departmental needs. Surveys are sent to all staff requesting input in the areas they would most like training in, as well as assessing the effectiveness of the training they received, the delivery of the training, and how trainings could be improved. All of these factors are taken into consideration when developing the agendas.

Excel Academy teachers are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers have been trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. Teachers receive professional development on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS. In-depth training is also centered around teacher led equity based instruction, social and emotional learning (SEL), as well as identifying and supporting English leaners and WIN (What I Need) intervention students who test one or more years below grade level on the fall i-Ready benchmark assessments in math and/or ELA. This includes updates on how to use and monitor online programs used to support struggling students. In addition, teachers and staff are required to participate in training modules every year on the following topics: Sexual Harassment Prevention, Active Shooters, School Intruders, Bloodborne Pathogen Exposure Prevention, Mandated Reporter: Child Abuse and Neglect, Medication Administration: Epinephrine Auto-Injectors, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Diversity Awareness: Staff to Student, and Sensitivity Awareness.

Teachers are continually supported during the school year to provide support and ensure implementation of professional learnings through individual Zoom or phone conferences for mentoring. In addition, follow-up videos for support are provided to all teachers. The administrative team adheres to the California Professional Standards for Educational Leaders (CPSEL) to support growth and development. Additionally, the leadership team completes a SWOT analysis of the individual departments to aide in goal setting which ultimately drives individual goals. Evaluations are held during the year to stay up-to-date on each individual staff member's goals and areas of growth. All administration and department leads are given the opportunity to attend conferences and trainings throughout the year to increase their proficiency and develop their individual departmental

Professional Development

knowledge and goals.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	15	15