



Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on February 7, 2025 at 4:54 PM PST

Date and Time

Thursday February 13, 2025 at 11:30 AM PST

Location

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

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

Zoom Meeting Information:

Dial In: +1 669 444 9171

Meeting ID: 810 0347 8214

URL: <https://us06web.zoom.us/j/81003478214>

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			11:30 AM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	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			11:32 AM
A. Agenda	Vote	Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of February 13, 2025.			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			

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

IV. Approve Minutes 11:33 AM

A. Approve Minutes	Approve Minutes	Board President	1 m
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Minutes of the Regular Board Meeting that was held on January 9, 2025.

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 January 9, 2025

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 11:34 AM

A. The Board will consider and may act on any of the Closed Session matters.	Vote	Board President	1 m
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Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

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

VII. Closed Session 11:35 AM

A.	Closed Session	Discuss	Board President	15 m
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1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

Case No. 2024100529

VIII. Reconvene Regular Meeting 11:50 AM

A.	Report out any action taken in closed session.	Discuss	Board President	5 m
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IX. Correspondence/Proposals/Reports 11:55 AM

A.	School Highlights - Presented by Heidi Gasca, Executive Director/CEO	Discuss	Heidi Gasca	8 m
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B.	Special Education Update - Presented by Lara Ulmer, Director of Special Education	Discuss	Lara Ulmer	8 m
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C.	State Budget Overview - Presented by Joe Sorrera, Director of Business Services	Discuss	Joe Sorrera	7 m
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D.	LCAP Mid-Year Report - Presented by Jenny Craig, Director of Operations & Accountability	Discuss	Jenny Craig	7 m
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X. Consent 12:25 PM

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

A. Consent - Business/Financial Services

1. Check Register - January 2025
2. Cash Payments - January 2025
3. Approval of Document Tracking Services (DTS) Licensing Agreement Renewal

	Purpose	Presenter	Time
B.	Consent - Education Student/Services		
	1. Approval of the Excel Academy 2025-2026 School Calendar 2. Approval of the 2025-2026 Master Agreement 3. Approval of the 2025-2026 Acknowledgement of Responsibilities 4. Approval of the Overnight Field Trip to Catalina		
C.	Consent - Personnel Services		
	Discuss		
	1. Approval of Certificated Personnel Report 2. Approval of Classified Personnel Report 3. Approval of Excel Academy Charter School Comprehensive Injury, Illness & Safety Plan Revisions		
D.	Consent - Policy Development	Vote	Board President
	1. Approval of the Excel Academy 2025 Conflict of Interest Code		

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. Board Governance 12:26 PM

A.	Approval of the Excel Academy 2025-2026 Board Meeting Calendar	Vote	Heidi Gasca	2 m
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It is recommended that the Board approve the Excel Academy 2025-2026 Board Meeting Calendar as presented.

Fiscal Impact: None

Roll Call Vote:

William Hall

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

XII. Personnel Services **12:28 PM**

- A.** Approval of the MOU Between Excel Academy Charter Schools and the University of La Verne Vote Heidi Gasca 5 m

It is recommended the MOU Between Excel Academy Charter Schools and the University of La Verne for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: None

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

XIII. Calendar

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

XIV. Board Comments

XV. CEO Comments

XVI. Closing Items **12:33 PM**

- A.** Adjourn Meeting Vote William Hall 1 m

Roll Call Vote:

William Hall

	Purpose	Presenter	Time
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 January 9, 2025

APPROVED



Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday January 9, 2025 at 12:00 PM

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: +1 253 205 0468

Meeting ID: 876 0075 9984

URL: <https://us06web.zoom.us/j/87600759984>

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Directors Present

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

Directors Absent

M. Humphrey

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 Jan 9, 2025 at 12:02 PM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

L. Alvarado Aye

M. Humphrey Absent

S. Fraire Aye

S. Houle Aye

W. Hall Aye

III. Approve Minutes

A. Approve Minutes

S. Houle made a motion to approve the minutes from Regular Meeting of the Board of Directors on 12-12-24.

L. Alvarado seconded the motion.

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

Roll Call

S. Fraire Aye

S. Houle Aye

L. Alvarado Aye

M. Humphrey Absent

W. Hall Aye

IV. Adjourn to Closed Session

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

L. Alvarado made a motion to Bill Hall.

S. Fraire seconded the motion.

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

Roll Call

M. Humphrey Absent

S. Houle Aye

W. Hall Aye

L. Alvarado Aye

S. Fraire Aye

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 provided an overview of Excel's activities and updates for December. Key points from the presentation include:

- **Enrollment & Events:** The school maintains strong enrollment at 1,698 students. Several holiday events were held across counties, bringing staff and families together for face-to-face interactions and celebrations.
- **Counseling Updates:** The school remains committed to supporting families, teachers, and staff, ensuring resources and guidance are continuously available.

- **EagleTalk (YouTube Channel):** Lauren shared Episode 3 of *Eagle Talk*, featuring an interview with a student discussing their classes, with a particular interest in Voting & Elections and Creative Writing.
- **Student Engagement:** Outdoor classrooms celebrated holidays around the world, offering immersive experiences across different communities.
- **Staff Recognition:** Heidi highlighted Jola, the payroll manager, for her dedication, kindness, and contributions to the school, recognizing her role in payroll and operations.

The presentation emphasized community building, student engagement, and appreciation for staff efforts throughout the month.

B. Student Testimonials - The Layton Family

The Layton family, represented by mother Dyanamaria and her two children, Odinn (5th grade) and Anders (2nd grade), shared their positive experience with Excel Academy's Virtual Path program.

Background & Challenges

- Odinn has medical conditions affecting his immune system, making traditional in-person schooling challenging.
- Initially, the family tried public school with a 504 plan, but accommodations were inconsistent.
- Due to Odinn's treatment, they transitioned to Excel Academy's independent study but later switched to a public virtual school when their district offered one.
- When that virtual program was discontinued, they returned to Excel Academy's virtual path, where they have been thriving for the past two years.

Benefits of Excel's Virtual Path

- **Academic Flexibility & Accessibility:**
 - Odinn can participate fully in class without missing lessons due to medical needs.
 - The flexible schedule allows both children to engage in extracurriculars and homeschool meet-ups.
- **Engaging Learning Experience:**
 - The curriculum is technologically advanced, helping students master digital tools like Zoom, Google Docs, and educational platforms.
 - They have access to Spanish immersion, music programs, and hands-on elective courses.
- **Independence & Motivation:**
 - The children are developing intrinsic motivation for learning and managing their own assignments.

- Their education is personalized and enriched with experiences that wouldn't be available in a traditional school setting.
- Parental Support & Involvement:
 - The program allows Dyanamaria to balance Odinn's treatment needs without the added burden of full-time lesson planning.
 - Educational funds provide access to additional learning opportunities that wouldn't be financially feasible otherwise.

Student Testimonials

- Anders (2nd grade) loves his teacher, music class, and daily reading sessions, and enjoys meeting homeschool friends after finishing work.
- Odinn (5th grade) appreciates the use of technology, self-paced learning, and monthly projects where he researches topics of personal interest (e.g., birds, chess, clouds).

Overall Takeaway

The Layton family is deeply grateful for Excel Academy's virtual path, which has not only met their children's educational needs but also allowed them to thrive academically, socially, and personally. They see Excel as their long-term educational choice.

VII. Consent

A. Consent - Business/Financial Services

B. Consent - Education Student/Services

C. Consent - Personnel Services

L. Alvarado made a motion to Bill Hall.

S. Fraire seconded the motion.

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

Roll Call

W. Hall Aye

S. Houle Aye

L. Alvarado Aye

M. Humphrey Absent

S. Fraire Aye

VIII. Education Services

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

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

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

IX. Board Comments

A. Comments:

The board expressed **strong appreciation and support** for Excel Academy, highlighting key points:

- The school operates **smoothly and efficiently**, with everything well-structured.
- Acknowledgment of the **hard work** put in by the team, particularly in managing **compliance issues**, which are crucial.
- Gratitude for the **behind-the-scenes efforts** that ensure success, even aspects not always visible.
- Praise for the **enthusiasm and positivity** within the school community.
- Overall sentiment: **Excel Academy is a great school**, and the board is proud to be associated with it.

B. Comments:

X. CEO Comments

A. Comments

Heidi took a moment to acknowledge and appreciate the staff for their hard work and dedication. She specifically mentioned:

- Jenny Craig, appreciating her presence in person.
- April Saade, the elementary principal, for her contributions.
- Heather Ferenc, the new director of education, for seamlessly stepping into her role.
- Megan and Joe, for their behind-the-scenes efforts.

She concluded with excitement for the future, stating that the team is energized and ready to move into 2025, already beginning plans for the next school year.

XI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:42 PM.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION

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

Coversheet

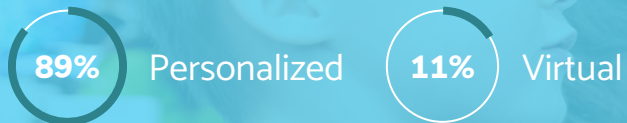
School Highlights - Presented by Heidi Gasca, Executive Director/CEO

Section: IX. Correspondence/Proposals/Reports
Item: A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO
Purpose: Discuss
Submitted by:
Related Material: EACS January 2025 Board Update.pdf



Enrollment Data

Academic Path



Student Count: 1,751



TK-3rd
670 Students



4th-8th
751 Students



9th-12th
330 Students

Admin Summit - 2025



The Admin team had a productive, insightful, and enjoyable time together at their yearly Admin Summit, where they planned and strategized for the 2025/26 school year.

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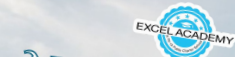
How I Communicate



What's your communication style like? How have other people described it? What have you gotten feedback about in the past? How should others interpret what you do or say? Are there any aspects of communication that you are working on?

Open up your **Crucial Conversations** book. Together we'll take the **Style Under Stress** test to discover what type self-monitor you are while increasing your self-awareness.

Before answering the items, pick a specific relationship at work or at home and answer the questions with how you would typically respond to risky conversations in that relationship.



ADMIN SUMMIT AGENDA

Location: Ponte Inn Tamecula

Date: January 21, 2025

TIME	ITEM	DETAILS
9:00 AM	Arrival	
9:30 AM	SWOT Agendas & Action Register	• Decanter Room
12:30 PM	Lunch	
1:30 PM	SWOT Agendas & Action Registers Cont.	• Buffet on the Patio
2:45 PM		



A User's Guide to Working with Joe

ADMIN SUMMIT
January 2025

PREPARED BY
Joe Sorrera
Director of Business Services



Virtual Path

- Teachers observing other teachers!
- Integration of NearPod virtual learning enhancement
- Google Classroom add-ons
- Focus on intervention
- Working closely with counselors for social-emotional support



Secondary

- Held parent orientation to welcome virtual families to high school for 25/26.
- UC Compass - reviewed a-g course catalog
- Trained secondary teachers to provide SEL surveys at LP meeting

General Education Highlights

Elementary

- New Rubric Report Cards: Grades now reflect specific ELA (reading, comprehension, writing) and Math (numbers, geometry, algebra) domains.
- Reimagining Report Cards: A 3-part letter series from the Principal explaining changes and the shift in report card culture.
- Quick Write Analysis: Grade-level teams reviewed student writing to identify trends and needed supports.

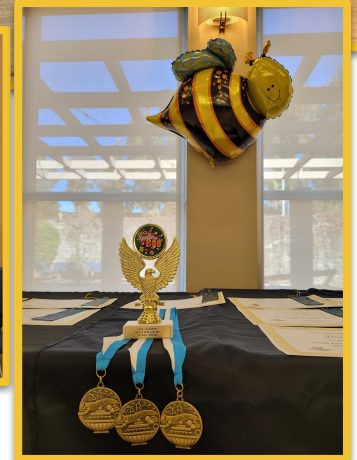
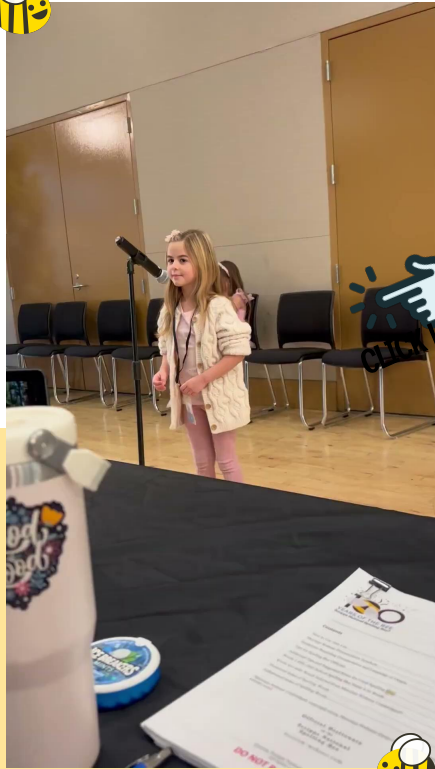


School Celebration

For the second year in a row,
Excel Academy is proud to
achieve recognition on the ERP
Honor Roll for the 2023-2024
School Year!

Only 21% of schools and 22% of
districts earned this prestigious
honor!





Outdoor Classroom: Hibernation Station

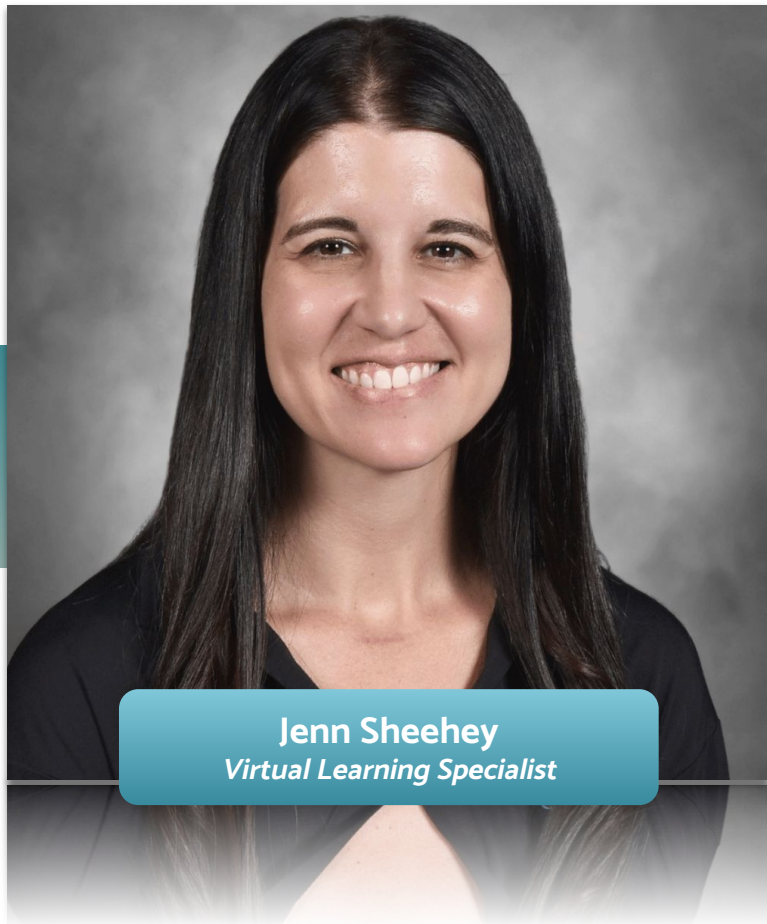


Students read a book about hibernation and discussed how hibernation works, animals that hibernate, and created their own hibernation craft!



Over 300 Excel Academy students attended our Pizza Party Community event! Students had a great time playing with one another, and parents loved being able to connect with other families!





Jenn Sheehey
Virtual Learning Specialist

Staff Spotlight

This is Jenn's first year here with Excel and we are delighted to have her! She brings a wealth of knowledge to our Virtual Path program making sure the students are engaged in their learning. Jenn has been widely praised for her exceptional leadership, organization, and support in guiding the virtual team at Excel. Despite being new, she has quickly established herself as a reliable and resourceful leader, ensuring clear communication, providing helpful tools, and addressing challenges with a positive attitude. Her proactive approach, problem-solving skills, and genuine care for the team have fostered a strong sense of trust and motivation.

Professional Development in January

General Education:

- ❖ **Data Snapshots: Your Guide to the 2024 Dashboard**
- ❖ **Using Google Meet**
- ❖ **AI in the Classroom: Empowering Educators**

Special Education:

- ❖ **Sonoma SELPA Meeting**
- ❖ **ACSA Every Child Counts Conference**



Compliance:

- ❖ **Student Records Workshop**
- ❖ **CA Dashboard Growth Model Webinar**

Human Resources

- ❖ **SSC Employee Leave**
- ❖ **Looking Ahead in 2025: Labor and Employment Law Update**

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Leadership:

- ❖ **ACSA Superintendent's Symposium**
- ❖ **ACSA Every Child Counts Conference**
- ❖ **Personalized Learning School Leaders Statewide Meeting**
- ❖ **SCCOE Admin Webinar - Focus on Best Practices and Support**

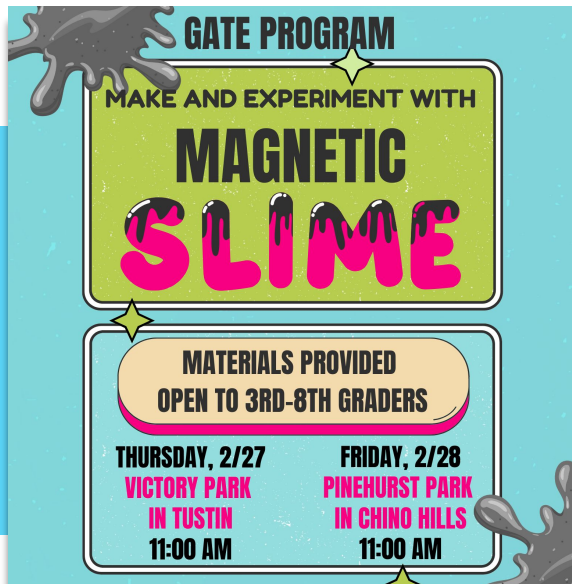


association of california
school administrators

Looking forward to...



Our annual Spring All Staff PD on February 10th will be packed with collaboration and insights as the EACS staff comes together to share in the “Every Toy Counts” vision.



Excel’s GATE students are looking forward to another event where they will learn to make and experiment with magnetic slime.

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The Executive Team will be headed to Sacramento in March for the annual CCSA Conference!



Thank you!

Coversheet

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

Section: IX. Correspondence/Proposals/Reports
Item: B. Special Education Update - Presented by Lara Ulmer, Director of
Special Education
Purpose: Discuss
Submitted by:
Related Material: FINAL - SPED Board Presentation 2024-2025.pdf

Excel Academy
Special Education Department

2024-2025





Our Team

24/25 Excel Sped Team



Instructional Team

7 Mild/Moderate Case Managers (*3 new)

2 Moderate/Severe Case Managers
(*1 new, 1 vacancy due to early retirement)

1 Dual Credentialed Case Manager (*on mat leave)

Specialist Team

2 School Psychologists (*1 new)

3 Speech and Language Pathologists

1 Speech and Language Pathologist Assistant

1 Occupational Therapist

Support Staff:

1 SpEd Compliance & Vendor Specialist

Leadership Team

Program Specialist (*new)

Assistant Director

Director





Current Students

24/25 Student Demographics

161 Students w/ IEPs

10 initial evaluations pending

approximately 10% schoolwide

Diagnostic Placements

- offered to newly enrolled students with a history of highly supportive programs or gaps in school attendance.

**8 of the 12 students placed on DPs this year successfully transitioned to and remain enrolled with EACS.*

Most Common SPED Eligibilities

- Speech or Language Impairment (32%)
**increase*
- Specific Learning Disability (27%)
- Autism (19%)
- Other Health Impairment (13%)
- Emotional Disturbance & Intellectual Disability (7% combined)
**increase in ID*

78

Elementary Students
(Grades TK-6) **decrease*

83

Secondary Students
(Grades 7-13+) **increase*

28

Students with
Extensive Support Needs
(e.g. Moderate-Severe)

103

Students receiving Speech
& Language Therapy

33

Students receiving
Occupational Therapy
**increase*

23

Students receiving
IEP-based Counseling
and/or Behavior Support
services



Program Highlights

CAASPP Data

SWD in both scopes showed increased competency over the previous year in both ELA and Math.

Warner scope - increased significantly in Math
(+22.9 pts, n=55)

Small LEA Compliance Monitoring

Required a complete review of all department procedures, processes, and supporting policies

Examined a group of randomly student IEPs for various compliance elements determined by CDE

Excel Warner 23/24 review=
100% Compliant!!

24/25 Program Improvements

Case Management matching:

- Goal: align SPED instructional staff's strengths, experience and expertise to their assigned groups and students
- 17 specialized virtual academic groups offered to address student IEP goals across grades TK-12

Expanded Mod-Severe academic groups:

- 2 Primary groups (grades TK-3)
- 2 Foundations groups (grades 4-6)
- 2 Secondary groups (grades 7-12)
- 1 Transition group (specialized College, Career, Transition content)

College/Career Awareness



College Awareness:

9th-10th grades

Tuesday, February 4, 11:30-12:30pm

Thursday, April 3, 12:30-1:30pm

9th-12th grades

Wednesday, February 5, 10:00-2:00pm

Tuesday, April 7, 11:30-12:30pm

Career Awareness:

9th-10th grades

Monday, January 27, 10:00-11:00am

Tuesday, April 15, 11:30-12:30pm

9th-12th grades

Thursday, January 28, 11:30-12:30pm

Monday, April 14, 10:00-11:00am

Open to all current Excel students who have ITPs (Individual Transition Plans), with group college/career services.

Facilitated by Allison Corradini

Join Zoom Meeting

Meeting ID: 331 964 8753

or

Join By Phone

(855)900-9128

Meeting ID: 331 964 8753



24/25 Supports

Parent/Home Educator Supports

- ★ Behavior Intervention consultation (supported by the Psych team)
- ★ Academic support consultation (supported by the assigned CM)
- ★ Augmentative/alternative communication assessment, consultation and services (supported by the Speech team)

SPED Team Supports

- ★ Monthly Mandatory Whole Team meetings
 - Agenda based
 - part connection time, part important updates
- ★ Monthly Professional Learning Community (PLC) Meetings
 - CMs, SLPs, Psychs meet separately
 - Goals: Building relationships, sharing resources and providing training
- ★ Weekly Leadership Team meetings
 - Circle the wagons, prioritize and strategize

PD & Conference Participation

- ★ Institute for Multisensory Education (IMSE) - all returning CMs
 - Dyslexia Overview
 - Phonological Awareness
 - Writing/Grammar
- ★ APlus+ Conference
 - Leadership attended, M/S CM team presented
- ★ AALRR Education Law Conference
- ★ Goalbook PD - Making thoughtful and defensible FAPE offers
- ★ Prior Written Notice "Lunch and Learn" series
- ★ "SPED Talk" monthly webinars
- ★ ACSA Every Child Counts Symposium
- ★ SELPA ADR Conference
 - Will participate March '25

Legal Updates

2 Affirmative Filings Initiated by EACS in Semester 1



- Our streak of zero Due Process requests since Fall 2021 is unfortunately over
- Both cases related to newly enrolled EACS students 24-25
- Both parents working with the same advocate
- One known to have an IEP at enrollment, one evaluated within the first 60 days and found eligible.
- One filing to defend offer of FAPE, with the other to defend team's assessments following an Independent Educational Evaluation ("IEE") Request.



Independent Students and Happy Families!

Good Afternoon Ms. Vides and Ms. Ulmer,

We wanted to take a few minutes to share some feedback about how our experience has gone with Excel Academy as a whole, as well as some specific feedback about the Special Education team. We would appreciate it if you could also pass along our feedback to the Board of Directors as well.

Since our son Blake [REDACTED] has started with Excel Academy, we feel we have had amazing support of all of the Excel Academy teachers and staff. In particular, his SAI Pre Algebra replacement teacher, Yasmine El Alami Sabeh, and his SAI English teacher, Allison Corradini have been excellent in supporting his educational growth. Both teachers are very responsive and have made great efforts to work with us to make sure he is getting the support he needs. They are in constant communication about what is going on in each class, and we truly feel their hard work and dedication are responsible for his growth and educational improvement over the past year.

Blake's disability makes it more difficult for him to process new information quickly, yet Ms. Yasmine and Ms. Corradini are very patient with him, taking the time to ensure he understands the material in their classes. At the same time, they are constantly challenging him with material so that he can make progress and provide great positive feedback, encouraging him to work hard to understand the material.

Blake's speech therapist, Joshue Torres and his occupational therapist, Aileen Tang are excellent with him. They are both dedicated and caring people who genuinely show their interest in helping Blake in their respective areas.

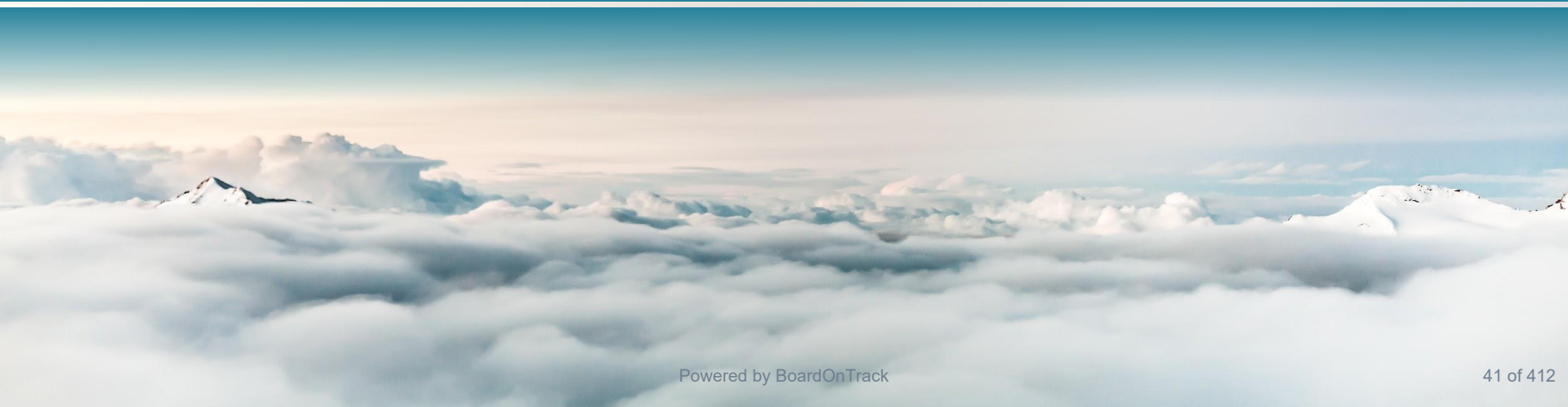
Additionally, his previous Teacher of Record, Wendy Macadam and his current Teacher of Record, Cindy Nguyen both have been supportive and understanding. They have been great with providing information and feedback to ensure Blake succeeds. His counselor, Larissa Allen-Jefferson has also made sure Blake is taking the correct classes for his Alternate High School Diploma track, and has given us good information about other available opportunities like the A.C.E. program so Blake can start to develop career related skills.

Enrolling Blake in Excel Academy has been the best decision we made educationally. We are appreciative of all of the great work the teachers and staff have been doing, and just wanted to take a little time to express that to you.

Thank you,
Craig and Shannon [REDACTED]



Q&A



Coversheet

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

Section: IX. Correspondence/Proposals/Reports
Item: C. State Budget Overview - Presented by Joe Sorrera, Director of Business Services
Purpose: Discuss
Submitted by:
Related Material: 24.02.13 Governor's January Budget Proposal.pptx.pdf

Governor's Proposals for the 2025-26 State Budget and K-12 Education

February 13, 2025



The Governor's Budget and the Economy

- **The California economy is continuing to grow with mixed signals for the road ahead**
- **The Governor's Budget projects a \$17 billion surplus and healthy reserves**
 - **The Governor presents a balanced budget that assumes steady, stable national growth**
 - **One of the greatest risks to the California economy and the Governor's budget assumptions is the state's vulnerability to the impacts of tariffs and changes in immigration policy**



Proposition 98

- **Proposition 98 is the bright spot of the Governor's Budget**

Within the state's spending limit, Proposition 98 funding encumbers over half of available revenue

Eliminates reliance on one-time funding to support the Local Control Funding Formula (LCFF) and other ongoing costs

Provides significant one-time discretionary resources to help local educational agencies (LEAs) with rising costs and other liabilities

Fully funds the estimated cost-of-living adjustment (COLA)

- **But we must be mindful that the state meets its minimum funding obligation to public education every year—including 2024-25**

Risks to Proposition 98 and Local Budgets

- The education community can breathe a collective sigh of relief as the Governor's Budget contains fewer risks to Proposition 98 and local budgets than recent past

Eliminates reliance on one-time funding to support the LCFF and other ongoing costs

Slowly replenishing the Proposition 98 reserve for times of uncertainty and fiscal turmoil

Fully funding COLA

- The greatest risk to local budgets are local—accounting and budgeting for enrollment changes and rising costs continue to be critical for fiscal health management



SSC Financial Projection Dashboard

Planning Factors

		2024-25	2025-26	2026-27	2027-28	2028-29
DOF Planning COLA		1.07%	2.43%	3.52%	3.63%	3.49%
California CPI		2.85%	2.92%	2.70%	2.76%	2.90%
CalSTRS Employer Rate		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate		27.05%	27.40%	27.50%	28.50%	28.20%
Unemployment Insurance		0.05%	0.05%	0.05%	0.05%	0.05%
California Lottery	Unrestricted per ADA	\$191	\$191	\$191	\$191	\$191
	Restricted per ADA	\$82	\$82	\$82	\$82	\$82
Mandate Block Grant (District)¹	Grades K-8 per ADA	\$38.21	\$39.14	\$40.52	\$41.99	\$43.46
	Grades 9-12 per ADA	\$73.62	\$75.41	\$78.06	\$80.89	\$83.71
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$20.06	\$20.55	\$21.27	\$22.04	\$22.81
	Grades 9-12 per ADA	\$55.76	\$57.11	\$59.12	\$61.27	\$63.41

2025-26 LCFF Funding Factors

FY25/26 New Money = \$440,000

Grade Span	TK-3	4-6	7-8	9-12
2024-25 Base Grant per ADA	\$10,025	\$10,177	\$10,478	\$12,144
2.43% COLA	\$244	\$247	\$255	\$295
2025-26 Base Grant per ADA	\$10,269	\$10,424	\$10,733	\$12,439
GSA	\$1,068	—	—	\$323
2025-26 Adjusted Base Grant per ADA	\$11,337	\$10,424	\$10,733	\$12,762
20% Supplemental Grant per ADA ¹	\$2,267	\$2,085	\$2,147	\$2,552
65% Concentration Grant per ADA ²	\$3,316	\$3,049	\$3,139	\$3,733
TK Add-On per ADA (inclusive of COLA)	\$6,404³	—	—	—

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

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

³Inclusive of an additional \$3,252 for the student-to-adult ratio reduction from 12:1 to 10:1

Statewide Average Reserve Levels

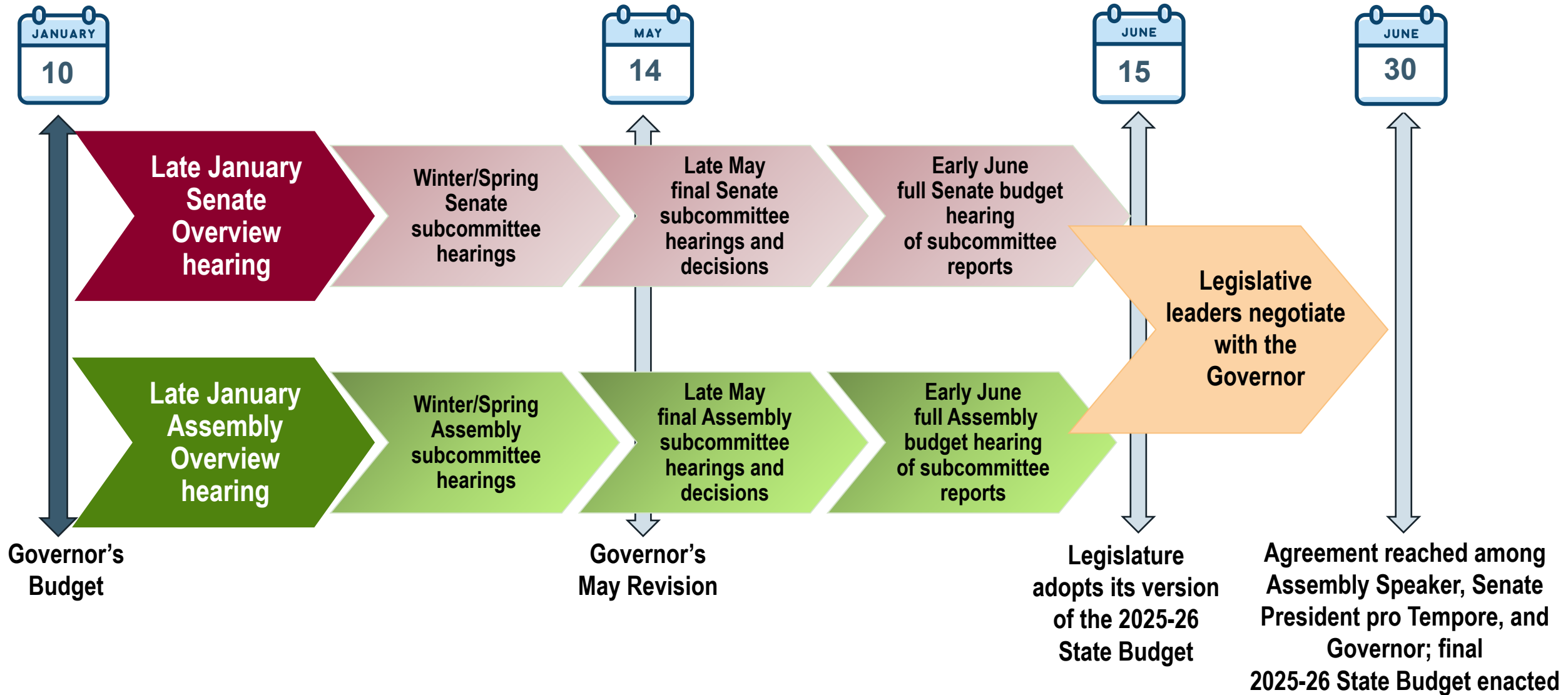
- The latest statewide data on school district reserves available is for 2022-23
 - Rise in reserves is likely due to the 6.70% augmentation to the LCFF in the 2022-23 Enacted Budget, spending of one-time, restricted revenues, and additional ADA mitigation policies
 - 2023-24 statewide data will be available in the spring

Average Unrestricted General Fund, Plus Fund 17, Ending Balances¹

	2018-19	2019-20	2020-21	2021-22	2022-23
Unified School Districts	17.26%	18.82%	22.36%	22.19%	23.74%
Elementary School Districts	20.47%	22.70%	26.01%	25.32%	25.55%
High School Districts	15.64%	17.34%	21.82%	21.29%	22.94%

¹As a percentage of total General Fund expenditures, transfers, and other uses

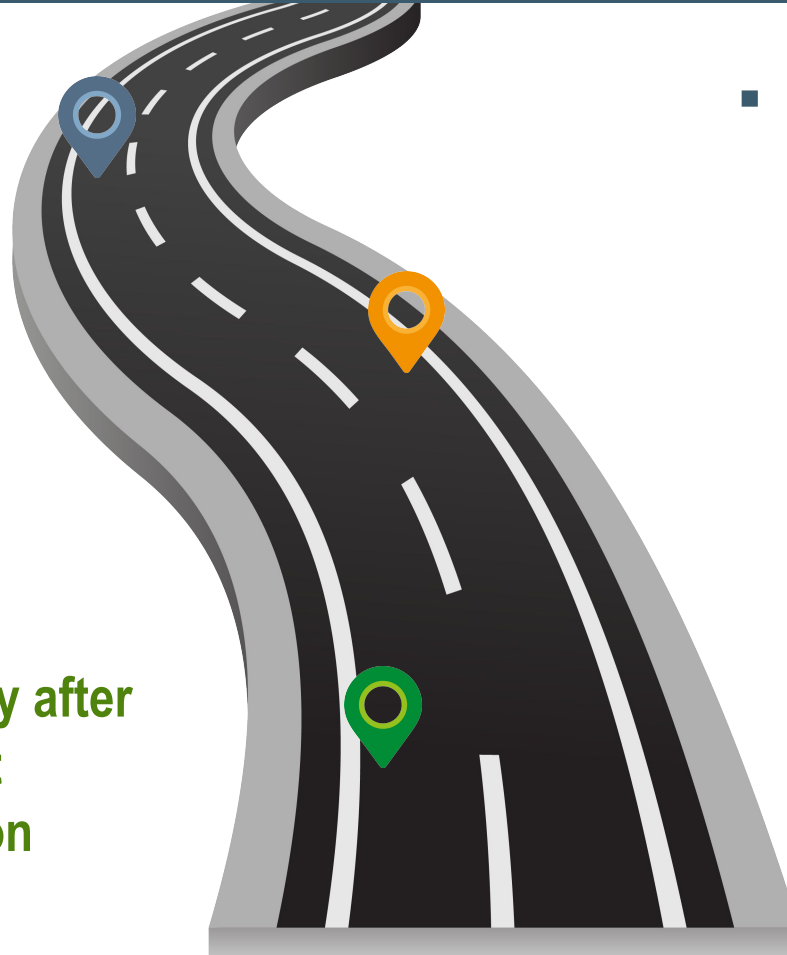
State Budget Process—From January to June



The Road Ahead

The next steps in the State Budget process are controlled by the Legislature, which has the responsibility to examine the Governor's proposals during budget hearings

- Furthering this discussion are the details on the Governor's Budget proposals, included in trailer bill language, released at the beginning of February
- This initial vetting prepares legislators to respond quickly after the next official State Budget checkpoint—the May Revision



- We can expect a thorough debate regarding the Governor's approach to the current-year and budget-year proposals:
 - Guarding against under appropriating the Proposition 98 minimum guarantee and proposals for funds not accounted for in the Governor's Budget
 - Flexibility/inflexibility of one-time resources
 - Priorities for ongoing resources

Coversheet

LCAP Mid-Year Report - Presented by Jenny Craig, Director of Operations & Accountability

Section: IX. Correspondence/Proposals/Reports
Item: D. LCAP Mid-Year Report - Presented by Jenny Craig, Director of Operations & Accountability
Purpose: Discuss

Submitted by:

Related Material:

2025_LCAP_Mid-Year_Monitoring_Report_for_the_2024-25_LCAP_Excel_Academy_Charter_School_-_Warner_20250130 FINAL.pdf

2025_LCAP_Mid-Year_Monitoring_Report_for_the_2024-25_LCAP_Excel_Academy_Charter_School_-_Helendale_20250130 FINAL.pdf

EACS - Mid-Year LCAP Board Presentation 24-25 (FINAL) (2).pdf



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Warner	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Goal 1

Goal Description

Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP ELA data. 66% met or exceeded standards 20% standards nearly met 14% standards not met	2023-2024 CAASPP Overall ELA Scores - Warner 61% met or exceeded standards 20.7% standards nearly met 18.6% standards not met		Slight decline from 22/23 23/24 data surpassed the overall state and county test scores - EACS student data is historically above state and county test scores Focus to improve students' written expression across all grade levels	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.
1.2	CAASPP Math Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP math data. 54% met or exceeded standards 25% standards nearly met 19% standards not met	2023-2024 CAASPP Overall Math Scores - Warner 52% met or exceeded standards 23.8% standards nearly met 24.3% standards not met		Slight decline from 22/23 23/24 data surpassed the overall state and county test scores - EACS student data is historically above state and county test scores Focus to improve students' written expression across all grade levels	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.
1.3	i-Ready ELA Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	2023 i-Ready ELA Fall Scores ALL Tier 1: 63.2% Tier 2: 23.2% Tier 3: 13.6% English Learners	2024 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 60.4% Tier 2: 24.8%		Increased enrollment and test takers Projected growth - 15% growth with students on or above grade level by spring based on historical data	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Tier 1: 38.2% Tier 2: 38.2% Tier 3: 23.5% Economically Disadvantaged Tier 1: 50.7% Tier 2: 29.4% Tier 3: 19.9% Students w/ IEPs Tier 1: 31% Tier 2: 27.4% Tier 3: 41.7%	Tier 3: 14.7% English Learners Tier 1: 35.1% Tier 2: 35.1% Tier 3: 29.7% Economically Disadvantaged Tier 1: 54% Tier 2: 26.5% Tier 3: 19.6% Students with IEPs Tier 1: 25.6% Tier 2: 29.1% Tier 3: 45.3%		Focus to improve students' written expression across all grade levels	
1.4	i-Ready Math Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	2023 i-Ready Math Fall Scores ALL Tier 1: 50.3% Tier 2: 33.3% Tier 3: 16.7% English Learners Tier 1: 33.3% Tier 2: 47.2% Tier 3: 19.4% Economically Disadvantaged Tier 1: 40.5% Tier 2: 33.8% Tier 3: 25.7% Students w/ IEPs Tier 1: 27.1% Tier 2: 23.5% Tier 3: 49.4%	2024 i-Ready Math Fall Scores - Spring Scores Available in April ALL Tier 1: 48.6% Tier 2: 34.3% Tier 3: 17.2% English Learners Tier 1: 27% Tier 2: 32.4% Tier 3: 40.5% Economically Disadvantaged Tier 1: 43.2% Tier 2: 33.8% Tier 3: 23% Students with IEPs Tier 1: 19.8% Tier 2: 27.9% Tier 3: 52.3%		Increased enrollment and test takers Projected growth - 15% growth with students on or above grade level by spring based on historical data Focus to improve students' written expression across all grade levels	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	Increase ELPAC levels annually	2023-2024 Overall Excel Academy Charter School Summative ELPAC Data Results 31.3% Well Developed 38.8% Moderately Developed 22.4% Somewhat Developed 7.5% Beginning Stage	2024-2025 Summative ELPAC Results - Available in the Spring/Summer 2025		Student progress will be determined after 2025 Summative ELPAC test scores are available	Increase number of RFEP students annually based on the Summative ELPAC score reports
1.6	State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards -Reflection Tool baseline developed with local indicator outcomes			Student progress will be determined after 2025 Summative ELPAC test scores are available	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes
1.7	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach			Met expectations	100% of teachers are appropriately credentialed for the courses they teach
1.8	State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials			Met expectations	0% Students lacking textbooks and other instructional materials

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Student Achievement 1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the CA Dashboard and accountability systems.</p>	No	Fully Implemented	2024 CAASPP and i-Ready data has been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level.	In comparison to 61 charter schools of comparable demographics and enrollment, students ranked 8th overall in ELA and 3rd in math on the 2024 CAASPP assessments. EACS students out scored the state and county percentages.		
1.2	<p>Student Monitoring 1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building.</p>	Yes	Fully Implemented	2024 CAASPP and i-Ready data has been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level. Teachers were tasked with analyzing their score reports of their students on their rosters to determine what areas within the ELA and math domains need to be prioritized.	Students in grades K-11 take the i-Ready diagnostic assessments in ELA and math in the fall and spring. Students performing below grade level have the opportunity to take an additional diagnostic in the winter to verify progress. Students are tested on their reading fluency twice a year, and TK students		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>are tested on letter sounds and names twice per year. TK students take a beginning and end of the year assessment. Teachers are focusing on math skill checks during monthly meetings and modeling instructional strategies. EL students are engaged in ELD curriculum and live instruction throughout the week that focuses on building language fluency in reading, writing, listening, and speaking. Students with IEPs meet with their teachers and Case Managers on a regular basis to monitor growth. All students are provided with equity based instruction</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					across all classes/subjects		
1.3	<p>Broad Course of Study 1.3. All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content.</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	No	Fully Implemented	All students are provided with a broad course of study and equity based instruction that is approved and monitored by the assigned teacher. Curriculum is vetted and properly paced for each student, and adjustments are made as needed to meet the needs of each individual student.	Work samples are collected to determine the progress students are making and to ensure that they are meeting grade level standards and expectations. Students who are falling below grade level are placed in the intervention program and provided with individualized resources and supplements that are designed to meet their academic needs. Consistent monitoring by the intervention department and teacher takes place to measure student progress and to provide support and guidance when necessary.	\$12,533,102.00	\$5,627,842.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>Professional Development 1.4 Professional development opportunities are provided for teachers and administrators to equip them with information and resources to better serve students and parents. For example, teachers are provided with tools for goal setting, curriculum pacing, and guidance for identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) programs. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+ are a few examples of the ongoing training that are available.</p>	No	Fully Implemented	The EACS staff has a plethora of opportunities to participate in ongoing internal and external professional development which includes conferences related to individual job related positions and duties. Information acquired is disseminated to the staff in order to stay informed of the latest educational trends, policies, and procedures.		\$76,777.00	\$66,076.00
1.5	<p>Parent Training 1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, Fall Parent Power-Up, and teacher parent training.</p>	Yes	Fully Implemented	EACS provides opportunities for parents to learn instructional strategies to engage and assist students with learning. In addition, EACS continues to provide ongoing parent training (i.e. cyber safety, equity based instruction across ELA and math domains, curriculum guidance, supporting attention and focus challenges, written expression, etc.).			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Grade Level Curriculum and Instruction 1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Students will be held accountable to stay on task using pacing guides and teacher support.	No	Fully Implemented	Students have been provided with ongoing instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.			
1.7	Student Monitoring and Support 1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s) to show progression and test out of the intervention program.	Yes	Fully Implemented	Students have been identified, supported, and monitored through the WIN intervention program, and receive direct support from their assigned teacher(s).		\$51,440.00	\$24,440.00
1.8	Needs Assessment and Data Analysis 1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	No	Fully Implemented	Data analysis continues throughout the year on both internal and state assessments to drive policies, curriculum, and program decisions to ensure that students are		\$9,016.00	\$13,528.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				making progress. EACS relies on the assessment dashboard created by Parsec Education that includes data on the i-Ready internal assessments, the CAASPP assessments across all identified subjects and subgroups, and ELPAC assessment results.			

Goal 2

Goal Description

Excel Academy Charter School (EACS) will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2023-2024 data	2023-2024 Data - 1067 Eligible Enrollment - 0.98% Chronic Absenteeism (16 students)		Teachers are monitoring their students consistently throughout each learning period by providing the necessary guidance and support to ensure students are on task and completing assignments aligned with the pacing guides. Students who are falling below expectations receive progress improvement notifications indicating next steps for improvement. SST meetings are held to address concerns and to provide the parents/guardians and students support. The SST team evaluates potential interventions and additional resources that may need to be put into place for the student to be successful in the charter school.	Continue to maintain or decrease Chronic Absenteeism rate of .01%
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	0% Expulsion Rate		On target to maintain expulsion rate of 0%	Maintain 0% expulsion rate each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	0% Suspension Rate		On target to maintain suspension rate of 0%	Maintain 0% suspension rate each year
2.4	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	School Climate and Student Engagement 2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	No	Fully Implemented	Consistent communication is provided to parents/guardians to ensure that students are held accountable to meet the requirements set by EACS. The school climate and student engagement action is fully implemented.		\$55,369.00	\$22,800.00
2.2	Certificated and Classified Salaries and Benefits 2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	No	Fully Implemented	The recruitment and retention of highly qualified multiple and single subject teachers and classified staff is fully implemented.	Staff is evaluated mid-year and at the end of the school year to ensure that they are meeting expectations.	\$161,886.00	\$86,238.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Educational Partner Communication 2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	No	Fully Implemented	Educational partner communication remains a high priority and is fully implemented at EACS.	Surveys, SSC, ELAC, PAC, and learning period meetings, social media platforms, emails, and newsletters are various ways in which an open line of communication is implemented.	\$32,550.00	\$31,588.00
2.4	Technology 2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	No	Fully Implemented	Technology is made available to meet the needs of students (i.e. DocCam, computers, hotspots).		\$62,000.00	\$65,311.00
2.5	Professional Development 2.5 Professional development in cultural awareness.	No	Fully Implemented	Professional development in cultural awareness and equity based instruction is a priority at EACS and is an area of continued growth. EACS will	ELAC Meetings - Inviting students, parents, and staff to share about their cultures		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				continue to hold trainings on this topic.	Staff Meetings - Providing equity based instruction - focus on cultural awareness		

Goal 3

Goal Description

Excel Academy Charter School (EACS) will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2023-2024 Maintain or increase by 2%	Year 1 Outcome - 2023-2024 351 Responses from Educational Partners There were more responses that impacted the overall percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in March/April of 2025.		The annual LCAP survey will be provided in March.	Maintain or increase by 2%
3.2	State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Report: Based on 351 parent/guardian responses: 98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023) 98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to	Overall Satisfaction Report: Based on 351 parent/guardian responses: 98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023) 98.3% of survey respondents overall agree that the school provides input opportunities for		The annual LCAP survey will be provided in March.	Maintain or increase by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>participate in the school and their child's education. (2% increase from 2023)</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)</p>	<p>parents/guardians to participate in the school and their child's education. (2% increase from 2023)</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)</p>			
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated in June of 2024.		Met expectations	Consistent plan and review process

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Educational Partner Engagement 3.1 EACS will seek parent input and assess our level of educational partner engagement through parent	No	Fully Implemented	EACS is proud of the engagement opportunities that is provided to all	Implemented Possip surveys are provided to parents/guardia		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.</p>			<p>Educational Partners. Building trust, transparency, and partnerships are vital to the success of all students and the success of the school.</p>	<p>ns and staff each month. Feedback is analyzed and discussed with the cabinet and brought to the leadership team for additional input. Next steps are put into place to address questions, concerns, and celebrations. Transparent and streamlined communication is a priority for the success of the students, staff, and overall school.</p>		
<p>3.2</p>	<p>Educational Partner Partnerships 3.2 EACS will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Intervention and assigned credentialed teachers are in constant communication with parents to ensure that student academic and social needs are being met. Interventions and monitoring are in place for students who need additional support.</p>		<p>\$419,305.00</p>	<p>\$279,620.00</p>
<p>3.3</p>	<p>School Climate 3.3 EACS will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive,</p>	<p>No</p>	<p>Fully Implemented</p>	<p>EACS provides a positive, inclusive, and welcoming learning environment. A survey will be provided to</p>		<p>\$85,188.00</p>	<p>\$33,140.00</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	inclusive, and welcoming learning environment.			parents and students in the spring. Results from the survey will help the leadership team determine if any changes need to be made for the remainder of the school year and the 25-26 school year.			
3.4	Student Services 3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	No	Fully Implemented	Content and Community Providers are held top high expectations and are monitored to ensure students are following standards and are safe.		\$58,656.00	\$29,308.00
3.5	School Climate and School Safety 3.5 EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.	No	Fully Implemented	Human resources works diligently to ensure that EACS maintains a safe learning environment with an effective school-wide safety plan in place. Training is provided and required by all staff to be completed at the beginning of each school year.			
3.6	Communication and Translation Services 3.6 EACS will provide notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff.	Yes	Fully Implemented	Translated school communications are sent to families in their language for all who need language barriers broken or upon request. On Demand Alboum translation and interpretation service is utilized for video and/or audio interpretation conference calls.		\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Teachers who are bilingual are available for translation as needed.			
3.7	School Operating Services 3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.	No	Fully Implemented	The school operating services action is fully implemented.			

Goal 4

Goal Description

We will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Graduation Rate Dropout Rate	Develop a baseline from 2023-2024 data	2023-2024 - Graduation Rate 83.3 2023-2024 Dropout Rate 2.4		EACS is working to ensure that the information in the student reporting system is accurately indicated so that it is reflected properly in CALPADS. The CA Dashboard criteria continues to be a prioritized focal point. The compliance team works directly with the admissions and the high school team to ensure that the data entered is accurate for the continued renewal and success of the charter school.	Increase the graduation rate and decrease the dropout rate
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU prepared	2023-2024 - CTE Program Participation = 7 Students		EACS is working to ensure that the information in the student reporting system is accurately indicated so that it is reflected properly in CALPADS. The CA Dashboard criteria continues to be a prioritized focal point. The compliance team works directly with the admissions and the high school team to	Increase the CTE participants and students who are UC/CSU prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					ensure that the data entered is accurate for the continued renewal and success of the charter school.	
4.3	<p>Access to a Broad Curriculum: College/Career Prepared</p> <p>Pupils enrolled in and completion of A-G courses required for UC/CSU Admission</p>	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission	<p>2023-2024 - Percentage of students enrolled in courses required for UC/CSU Admission - 98%</p> <p>2022-2023 - Graduates who completed all courses required for UC/CSU admission - 2%</p>		Working to increase the number of students enrolled in A-G courses required for UC/CSU Admission	Increase number of students enrolled in A-G courses required for UC/CSU Admission

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>College and Career Readiness and Career Technical Education</p> <p>4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.</p>	No	Fully Implemented	The College and Career Readiness and Career Technical Education action is fully implemented. The Secondary Department developed and introduced new CTE courses/pathways.		\$10,961.00	\$3,480.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	High School Graduation 4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	No	Fully Implemented	Every 8th grader will meet with a counselor for academic course guidance. Workshops are offered for parents and students to transition smoothly from middle to high school.		\$285,697.00	\$150,034.00
4.3	High School Curriculum and Instruction 4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	No	Fully Implemented	Training and support documents were provided that show how the curriculum aligns to common core standards. Teachers used these to guide curriculum selection and identify additional resources to ensure all standards are fully covered. Teachers are checking math skills at each LP meeting by watching students complete math in real time and providing instruction strategies and support when needed. EACS expanded math interventions to include two support classes - Pre-algebra and Algebra to help support students scoring approximately one year below grade level.		\$846,300.00	\$253,723.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>EACS continues to provide live, weekly drop-in homework support and access to 24/7 tutoring support.</p> <p>All live classes now include project-based learning opportunities for deeper learning and curricular engagement.</p> <p>New curriculum is vetted using specific guidelines to maintain rigor and meet the state standards.</p> <p>Parents are provided with updated curriculum menus of our top recommendations, which were reviewed for rigor and to make side that they promote college and career readiness.</p>			
<p>4.4</p>	<p>Testing 4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>All students required to take the CAASPP are provided with test prep packets, online practice tests, test prep sessions with credentialed teachers, and access to CAASPP bootcamps provided by vetted CCPs.</p>		<p>\$3,844.00</p>	<p>\$0.00</p>
<p>4.5</p>	<p>Testing 4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Advanced placement exam costs are provided for low-income and foster youth who are</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				experiencing financial hardship.			
4.6	<p>A-G and Career Technical Education Courses 4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.</p>	No	Fully Implemented	EACS expanded A-G course offerings to include a plethora of AP courses. EACS increased A-G course offerings to include additional elective courses. EACS has students enrolled in concurrent enrollment college courses.		\$23,211.00	\$0.00
4.7	<p>Needs Assessment - Data Analysis 4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.</p>	No	Fully Implemented	<p>1st-8th graders are part of the schoolwide Tier 2 intervention program where students fill gaps through asynchronous personalized programs. In addition, targeted small group instruction is provided to students based on i-Ready data in reading comprehension, phonics, and math.</p> <p>8th graders testing one year below grade level in math participate in a high-school preparatory course to ensure readiness for high school algebra. These students have the opportunity to continue in a supported algebra class once in high school.</p>			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	11,094,651.00	5,054,859.00
LCFF Supplemental/Concentration Grants	928,056.00	403,600.00



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Helendale	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Goal 1

Goal Description

Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP ELA data. 60% met or exceeded standards 22% standards nearly met 18% standards not met	2023-2024 CAASPP Overall ELA Scores - Helendale 54.6% met or exceeded standards 19.7% standards nearly met 25.7% standards not met		Slight decline from 22/23 23/24 data surpassed the overall state and county test scores - EACS student data is historically above state and county test scores Focus to improve students' written expression across all grade levels	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.
1.2	CAASPP Math Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP Math data. 48% met or exceeded standards 28% standards nearly met 24% standards not met	2023-2024 CAASPP Overall Math Scores - Helendale 48.6% met or exceeded standards 21.4% standards nearly met 30.1% standards not met		Slight decline from 22/23 23/24 data surpassed the overall state and county test scores - EACS student data is historically above state and county test scores Focus to improve students' written expression across all grade levels	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.
1.3	i-Ready ELA Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	2023 i-Ready ELA Fall Scores ALL Tier 1: 60.1% Tier 2: 21.8% Tier 3: 18.1%	2024 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 72.2% Tier 2: 14.8%		Increased enrollment and test takers Projected growth - 15% growth with students on or above grade level by spring based on historical data	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		English Learners Tier 1: 31.8% Tier 2: 18.2% Tier 3: 50% Economically Disadvantaged Tier 1: 51.7% Tier 2: 23.4% Tier 3: 24.9% Students with IEPs Tier 1: 23.4% Tier 2: 21.9% Tier 3: 54.7%	Tier 3: 13% English Learners Tier 1: 30.4% Tier 2: 13% Tier 3: 56.5% Economically Disadvantaged Tier 1: 48.6% Tier 2: 21.8% Tier 3: 29.6% Students with IEPs Tier 1: 20.3% Tier 2: 15.3% Tier 3: 64.4%		Focus to improve students' written expression across all grade levels	
1.4	i-Ready Math Increase the number of students who have met or exceeded grade level proficiency by 2% each year.	2023 i-Ready Math Fall Scores ALL Tier 1: 45.5% Tier 2: 33.2% Tier 3: 21.3% English Learners Tier 1: 28.6% Tier 2: 28.6% Tier 3: 42.9% Economically Disadvantaged Tier 1: 36.8% Tier 2: 34.6% Tier 3: 28.6% Students with IEPs Tier 1: 15.6% Tier 2: 20.3% Tier 3: 64.1%	2024 i-Ready Math Fall Scores - Spring Scores Available in April ALL Tier 1: 72.2% Tier 2: 14.8% Tier 3: 13% English Learners Tier 1: 26.1% Tier 2: 17.4% Tier 3: 56.5% Economically Disadvantaged Tier 1: 41.5% Tier 2: 29.9% Tier 3: 28.6% Students with IEPs Tier 1: 17.2% Tier 2: 19% Tier 3: 63.8%		Increased enrollment and test takers Projected growth - 15% growth with students on or above grade level by spring based on historical data Focus to improve students' written expression across all grade levels	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	Increase ELPAC levels annually	2023-2024 Overall Excel Academy Charter School Summative ELPAC Data Results 31.3% Well Developed 38.8% Moderately Developed 22.4% Somewhat Developed 7.5% Beginning Stage	2024-2025 Summative ELPAC Results - Available in the Spring/Summer 2025		Student progress will be determined after 2025 Summative ELPAC test scores are available	Increase number of RFEP students annually based on the Summative ELPAC score reports
1.6	State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards -Reflection Tool baseline developed with local indicator outcomes			Student progress will be determined after 2025 Summative ELPAC test scores are available	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes
1.7	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach			Met expectations	100% of teachers are appropriately credentialed for the courses they teach
1.8	State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials			Met expectations	0% Students lacking textbooks and other instructional materials

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Academic Achievement 1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the CA Dashboard and accountability systems.</p>	No	Fully Implemented	2024 CAASPP and i-Ready data has been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level.	In comparison to 61 charter schools of comparable demographics and enrollment, students ranked 19th overall in ELA and 7th in math on the 2024 CAASPP assessments. EACS students out scored the state and county percentages.		
1.2	<p>Student Monitoring 1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building.</p>	Yes	Fully Implemented	2024 CAASPP and i-Ready data has been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level. Teachers were tasked with analyzing their score reports of their students on their rosters to determine what areas within the ELA and math domains need to be prioritized.	Students in grades K-11 take the i-Ready diagnostic assessments in ELA and math in the fall and spring. Students performing below grade level have the opportunity to take an additional diagnostic in the winter to verify progress. Students are tested on their reading fluency twice a year, and TK students		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>are tested on letter sounds and names twice per year. TK students take a beginning and end of the year assessment. Teachers are focusing on math skill checks during monthly meetings and modeling instructional strategies. EL students are engaged in ELD curriculum and live instruction throughout the week that focuses on building language fluency in reading, writing, listening, and speaking. Students with IEPs meet with their teachers and Case Managers on a regular basis to monitor growth. All students are provided with equity based instruction across all</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					classes/subjects		
1.3	<p>Broad Course of Study 1.3 All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. (All Students)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	No	Fully Implemented	All students are provided with a broad course of study and equity based instruction that is approved and monitored by the assigned teacher. Curriculum is vetted and properly paced for each student, and adjustments are made as needed to meet the needs of each individual student.	Work samples are collected to determine the progress students are making and to ensure that they are meeting grade level standards and expectations. Students who are falling below grade level are placed in the intervention program and provided with individualized resources and supplements that are designed to meet their academic needs. Consistent monitoring by the intervention department and teacher takes place to measure student progress and to provide support and guidance when necessary.	\$7,851,115.00	\$3,163,680.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>Professional Development 1.4 Professional development opportunities are provided for teachers and administrators to equip them with information and resources to better serve students and parents. For example, teachers are provided with tools for goal setting, curriculum pacing, and guidance for identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) programs. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+ are a few examples of the ongoing training that are available.</p>	No	Fully Implemented	The EACS staff has a plethora of opportunities to participate in ongoing internal and external professional development which includes conferences related to individual job related positions and duties. Information acquired is disseminated to the staff in order to stay informed of the latest educational trends, policies, and procedures.		\$50,831.00	\$40,729.00
1.5	<p>Parent Training 1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, Fall Parent Power-Up, and teacher parent training.</p>	Yes	Fully Implemented	EACS provides opportunities for parents to learn instructional strategies to engage and assist students with learning. In addition, EACS continues to provide ongoing parent training (i.e. cyber safety, equity based instruction across ELA and math domains, curriculum guidance, supporting attention and focus challenges, written expression, etc.).			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Grade Level Curriculum and Instruction 1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Students will be held accountable to stay on task using pacing guides and teacher support.	No	Fully Implemented	Students have been provided with ongoing instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.			
1.7	Student Monitoring and Support 1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s) to show progression and test out of the intervention program.	Yes	Fully Implemented	Students have been identified, supported, and monitored through the WIN intervention program, and receive direct support from their assigned teacher(s).		\$18,064.00	\$14,979.00
1.8	Needs Assessment - Data Analysis 1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	No	Fully Implemented	Data analysis continues throughout the year on both internal and state assessments to drive policies, curriculum, and program decisions to ensure that students are		\$5,526.00	\$8,291.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				making progress. EACS relies on the assessment dashboard created by Parsec Education that includes data on the i-Ready internal assessments, the CAASPP assessments across all identified subjects and subgroups, and ELPAC assessment results.			

Goal 2

Goal Description

Excel Academy Charter School (EACS) will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2023-2024 data	2023-2024 Data - 652 Eligible Enrollment - 0.98% Chronic Absenteeism (8 students)		Teachers are monitoring their students consistently throughout each learning period by providing the necessary guidance and support to ensure students are on task and completing assignments aligned with the pacing guides. Students who are falling below expectations receive progress improvement notifications indicating next steps for improvement. SST meetings are held to address concerns and to provide the parents/guardians and students support. The SST team evaluates potential interventions and additional resources that may need to be put into place for the student to be successful in the charter school.	Continue to maintain or decrease Chronic Absenteeism rate of .01%
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	0% Expulsion Rate		On target to maintain expulsion rate of 0%	Maintain 0% expulsion rate each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	0% Suspension Rate		On target to maintain suspension rate of 0%	Maintain 0% suspension rate each year
2.4	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	School Climate and Student Engagement 2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	No	Fully Implemented	Consistent communication is provided to parents/guardians to ensure that students are held accountable to meet the requirements set by EACS. The school climate and student engagement action is fully implemented.		\$33,936.00	\$11,964
2.2	Certificated and Classified Salaries and Benefits 2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	No	Fully Implemented	The recruitment and retention of highly qualified multiple and single subject teachers and classified staff is fully implemented.	Staff is evaluated mid-year and at the end of the school year to ensure that they are meeting expectations.	\$99,220.00	\$46,485.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Educational Partner Communication 2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	No	Fully Implemented	Educational partner communication remains a high priority and is fully implemented at EACS.	Surveys, SSC, ELAC, PAC, and learning period meetings, social media platforms, emails, and newsletters are various ways in which an open line of communication is implemented.	\$19,950.00	\$19,343.00
2.4	Technology 2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	No	Fully Implemented	Technology is made available to meet the needs of students (i.e. DocCam, computers, hotspots).		\$38,000.00	\$40,029
2.5	Professional Development 2.5 Professional development in cultural awareness.	No	Fully Implemented	Professional development in cultural awareness and equity based instruction is a priority at EACS and is an area of continued growth. EACS will	ELAC Meetings - Inviting students, parents, and staff to share about their cultures		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				continue to hold trainings on this topic.	Staff Meetings - Providing equity based instruction - focus on cultural awareness		

Goal 3

Goal Description

Excel Academy Charter School (EACS) will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2023-2024 Maintain or increase by 2%	Year 1 Outcome - 2023-2024 351 Responses from Educational Partners There were more responses that impacted the overall percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in March/April of 2025.		The annual LCAP survey will be provided in March.	Maintain or increase by 2%
3.2	State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Report: Based on 351 parent/guardian responses: 98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023) 98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to	Overall Satisfaction Report: Based on 351 parent/guardian responses: 98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023) 98.3% of survey respondents overall agree that the school provides input opportunities for		The annual LCAP survey will be provided in March.	Maintain or increase by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>participate in the school and their child's education. (2% increase from 2023)</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)</p>	<p>parents/guardians to participate in the school and their child's education. (2% increase from 2023)</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)</p>			
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated in June of 2024.		Met expectations	Consistent plan and review process

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Educational Partner Engagement 3.1 EACS will seek parent input and assess our level of educational partner engagement through parent	No	Fully Implemented	EACS is proud of the engagement opportunities that is provided to all	Implemented Possip surveys are provided to parents/guardia		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.</p>			<p>Educational Partners. Building trust, transparency, and partnerships are vital to the success of all students and the success of the school.</p>	<p>ns and staff each month. Feedback is analyzed and discussed with the cabinet and brought to the leadership team for additional input. Next steps are put into place to address questions, concerns, and celebrations. Transparent and streamlined communication is a priority for the success of the students, staff, and overall school.</p>		
<p>3.2</p>	<p>Educational Partner Partnerships 3.2 EACS will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Intervention and assigned credentialed teachers are in constant communication with parents to ensure that student academic and social needs are being met. Interventions and monitoring are in place for students who need additional support.</p>		<p>\$253,994.00</p>	<p>\$155,863.00</p>
<p>3.3</p>	<p>School Climate 3.3 EACS will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive,</p>	<p>No</p>	<p>Fully Implemented</p>	<p>EACS provides a positive, inclusive, and welcoming learning environment. A survey will be provided to</p>		<p>\$52,212.00</p>	<p>\$20,312.00</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	inclusive, and welcoming learning environment.			parents and students in the spring. Results from the survey will help the leadership team determine if any changes need to be made for the remainder of the school year and the 25-26 school year.			
3.4	Student Services 3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	No	Fully Implemented	Content and Community Providers are held top high expectations and are monitored to ensure students are following standards and are safe.		\$35,951.00	\$15,845.00
3.5	School Climate and School Safety 3.5 EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.	No	Fully Implemented	Human resources works diligently to ensure that EACS maintains a safe learning environment with an effective school-wide safety plan in place. Training is provided and required by all staff to be completed at the beginning of each school year.			
3.6	Communication and Translating Services 3.6 EACS will provide notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff.	Yes	Fully Implemented	Translated school communications are sent to families in their language for all who need language barriers broken or upon request. On Demand Alboum translation and interpretation service is utilized for video and/or audio interpretation conference calls.		\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Teachers who are bilingual are available for translation as needed.			
3.7	School Operating Services 3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.	No	Fully Implemented	The school operating services action is fully implemented.			

Goal 4

Goal Description

Excel Academy Charter School (EACS) will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Graduation Rate Dropout Rate	Develop a baseline from 2023-2024 data	2023-2024 - Graduation Rate 91.7 2023-2024 Dropout Rate 4.2		EACS is working to ensure that the information in the student reporting system is accurately indicated so that it is reflected properly in CALPADS. The CA Dashboard criteria continues to be a prioritized focal point. The compliance team works directly with the admissions and the high school team to ensure that the data entered is accurate for the continued renewal and success of the charter school.	Increase the graduation rate and decrease the dropout rate
4.2	Access to a Equity Based Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness	2023-2024 - CTE Program Participation = 10 Students		EACS is working to ensure that the information in the student reporting system is accurately indicated so that it is reflected properly in CALPADS. The CA Dashboard criteria continues to be a prioritized focal point. The compliance team works directly with the admissions and the high school team to	Increase the CTE participants and students who are UC/CSU prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					ensure that the data entered is accurate for the continued renewal and success of the charter school.	
4.3	<p>Access to Equity Based Broad Curriculum: College/Career Prepared</p> <p>Pupils enrolled in and completion of A-G courses required for UC/CSU Admission</p>	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission	<p>2023-2024 - Percentage of students enrolled in courses required for UC/CSU Admission - 98%</p> <p>2022-2023 - Graduates who completed all courses required for UC/CSU admission - 14%</p>		Working to increase the number of students enrolled in A-G courses required for UC/CSU Admission	Increase number of students enrolled in A-G courses required for UC/CSU Admission

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>College and Career Readiness and Career Technical Education</p> <p>4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.</p>	No	Fully Implemented	The College and Career Readiness and Career Technical Education action is fully implemented. The Secondary Department developed and introduced new CTE courses/pathways.		\$6,718.00	\$1,023.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	High School Graduation 4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	No	Fully Implemented	Every 8th grader will meet with a counselor for academic course guidance. Workshops are offered for parents and students to transition smoothly from middle to high school.		\$175,104.00	\$81,877
4.3	High School Curriculum and Instruction 4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	No	Fully Implemented	Training and support documents were provided that show how the curriculum aligns to common core standards. Teachers used these to guide curriculum selection and identify additional resources to ensure all standards are fully covered. Teachers are checking math skills at each LP meeting by watching students complete math in real time and providing instruction strategies and support when needed. EACS expanded math interventions to include two support classes - Pre-algebra and Algebra to help support students scoring approximately one year below grade level.		\$518,700.00	\$140,033.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>EACS continues to provide live, weekly drop-in homework support and access to 24/7 tutoring support.</p> <p>All live classes now include project-based learning opportunities for deeper learning and curricular engagement.</p> <p>New curriculum is vetted using specific guidelines to maintain rigor and meet the state standards.</p> <p>Parents are provided with updated curriculum menus of our top recommendations, which were reviewed for rigor and to make side that they promote college and career readiness.</p>			
4.4	<p>Testing 4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.</p>	Yes	Fully Implemented	All students required to take the CAASPP are provided with test prep packets, online practice tests, test prep sessions with credentialed teachers, and access to CAASPP bootcamps provided by vetted CCPs.		\$15,436.00	\$0.00
4.5	<p>Testing 4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.</p>	Yes	Fully Implemented	Advanced placement exam costs are provided for low-income and foster youth who are			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				experiencing financial hardship.			
4.6	<p>A-G and Career Technical Education Courses 4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.</p>	No	Fully Implemented	EACS expanded A-G course offerings to include a plethora of AP courses. EACS increased A-G course offerings to include additional elective courses. EACS has students enrolled in concurrent enrollment college courses.		\$11,889.00	\$0.00
4.7	<p>Needs Assessment - Data Analysis 4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.</p>	No	Fully Implemented	<p>1st-8th graders are part of the schoolwide Tier 2 intervention program where students fill gaps through asynchronous personalized programs. In addition, targeted small group instruction is provided to students based on i-Ready data in reading comprehension, phonics, and math.</p> <p>8th graders testing one year below grade level in math participate in a high-school preparatory course to ensure readiness for high school algebra. These students have the opportunity to continue in a supported algebra class once in high school.</p>	SST meetings are available for planning targeted interventions and monitoring growth.		

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	7,089,737	2,812,160.00
LCFF Supplemental/Concentration Grants	704,165	267,996.00



*Mid-Year Monitoring
Report for
the 24/25 LCAP*

What is the Mid-Year Local Control Accountability Plan (LCAP)?

The Mid-Year LCAP Report is a progress report designed to provide input in an effort to ensure that Excel Academy is making progress towards the set goals identified in the LCAP. This is required halfway through the academic year.



Local Control Funding Formula (LCFF Funds): Funds allocated based on student attendance, local revenue, and other factors to enhance learning through services and programs. Goals, actions, services, and expenditures are monitored to ensure positive student outcomes.

Goal 1 - Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Mid-Year Outcomes - All Actions Are Fully Implemented

- Student Monitoring and Support
- Equity Based Broad Course of Study for ALL Students
- Professional Development Training for All Staff
 - Parent Education Training

WARNER

- CAASPP Scores Exceeded State & County Percentages
 - 61% met or exceeded standards for ELA
 - 52% met or exceeded standards for math
- Ranked #8 in ELA out of 61 charters
- Ranked #3 in math out of 61 charters



HELENDALE

- CAASPP Scores Exceeded State & County Percentages
 - 54% met or exceeded standards for ELA
 - 48% met or exceeded standards for math
- Ranked #19 in ELA out of 61 charters
- Ranked #7 in math out of 61 charters

Goal 2 - Excel Academy will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

Mid-Year Outcomes:
All Actions Are Fully
Implemented

- Student climate and engagement
- Retention of students and credentialed staff
- Educational partner communication
- Implementation of technology
- All staff is evaluated to ensure expectations are met

WARNER

- Enrollment - 1069 at the time of CBEDS (TK-8 = 850, 9-12 = 219)
- 0% Expulsion and 0% Suspension
- 100% of teachers are appropriately credentialed

HELENDALE

- Enrollment - 660 at the time of CBEDS (TK-8 = 542, 9-12 = 118)
- 0% Expulsion and 0% Suspension
- 100% of teachers are appropriately credentialed

Goal 3 - Excel Academy will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.



- Educational Partner Surveys are provided throughout the school year to staff, parents, and students
- Survey results determine the next steps for the school

Mid-Year Outcomes - All Actions Are Fully Implemented

- Content and Community Providers are properly vetted
- Schoolwide safety plan is reviewed and approved annually
- Interpretation and translation services are available
- Communication with Educational Partners is prioritized



- LCAP Survey - Issued in March
- Goal to exceed the number of parent and student survey completers from the previous year

Goal 4 - Excel Academy will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

Mid-Year Outcomes - All actions are fully implemented

Expanded A-G Courses and CTE Pathways Offered

Required 8th Grade Meetings with Counselors

Intervention Classes & Test Prep - In Place for ALL Students

Pre-Algebra and Algebra Support Classes Are Offered

High School Highlights

- ★ Personalized support for college and career readiness
- ★ Students can choose to follow the UC/CSU A-G track or one of Excel Academy's customized tracks toward college or career readiness
- ★ Available to students - CTE classes, and guided support for the FAFSA, scholarship application processes and college applications
- ★ Student Council and Volunteer Opportunities
- ★ National Honor Society (NHS)
- ★ Social Events Including Prom



MID-YEAR EXPENDITURES

Aligned with the budgeted funds included in the LCAP

Expenditure and actions will be reviewed for board approval in the spring

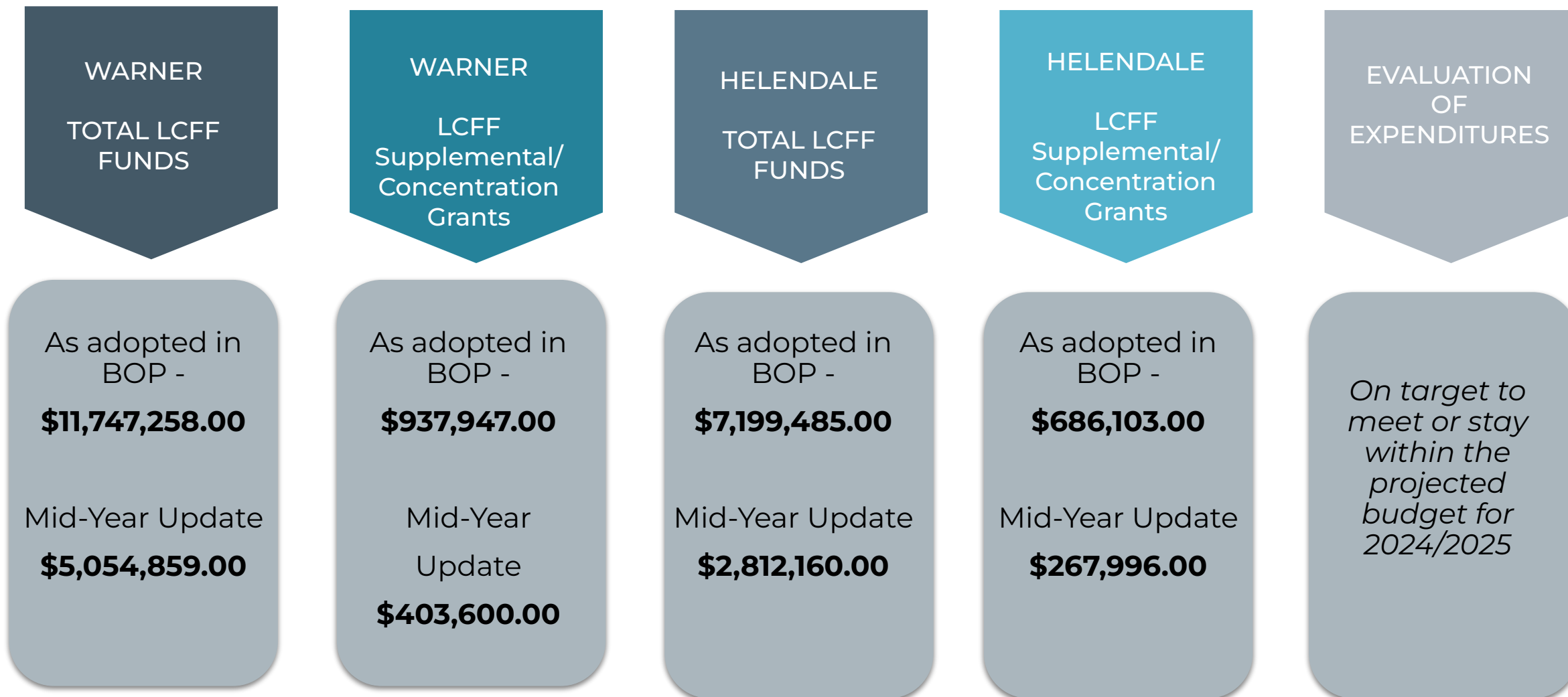
Department Leads work directly with Business Services to avoid exceeding allocated budgeted funds throughout the school year

Director of Operations and Accountability, Director of Business Services, and Payroll Manager work closely to analyze the expenditures on the Mid-Year LCAP, LCAP, and SPSA



IMPACT TO THE BUDGET OVERVIEW FOR PARENTS

7/1/2024 - 12/31/2024



The only person who is educated is the one who has learned how to learn and change. - Carl Rogers

Thank You!

Coversheet

Consent - Business/Financial Services

Section: X. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Check register 010125-013125.pdf
1.10.25 Semi Monthly Cash Requirement Rpt..pdf
1.24.25 Monthly Cash Requirement Rpt..pdf
1.24.25 Semi Monthly Cash Requirement Rpt..pdf
EACS - 250122_DTS_Renewal_Invoice.pdf
EACS - 250122_DTS_Renewal_License.pdf

BACKGROUND:

Item: DTS Renewal

Background: Excel Academy Charter School is requesting approval to continue to utilize Document Tracking Services (DTS) to create templates and house state required documentation for the 25/26 school year.

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

1. 2025 School Accountability Report Card, English & Spanish (CDE Template)
2. 2025 School Plan for Student Achievement (CDE Template)
3. 2025 Comprehensive School Safety Plan (Custom Template)
4. 2025 Local Control and Accountability Plan (CDE Template)
5. Others to be identified as needed

RECOMMENDATION:

It is recommended that the Board approve the DTS Renewal for Excel Academy.

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

Company name: Excel Academy Charter Schools
 Report name: Check register
 Locations: 2053--Excel Academy Charter School - Warner & 2073--Excel Academy Charter School - Helendale

Bank	Date	Bill date	Bill no.	Vendor	GL account or account label	Method	Document no.	Amount	Amount applied	Memo	Department	Location
CHASE 9313 - Chase Bank	1/2/2025	11/1/2024	215769313	B-2610271198	6150--Art Studio Pillar	EFT	Voided - 20136005426	-900.00	-600.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		11/27/2024		B-2610304708	6150--Art Studio Pillar	EFT	Voided - 20136005426	-900.00	-300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/2/2025	12/1/2024	B-2610305195	6134--Virtues Art Academy	EFT	Voided - 20136005434	-25.00	-25.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
	1/3/2025	11/1/2024	215769313	B-2610271198	6150--Art Studio Pillar	EFT	20136005552	900.00	600.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		11/27/2024		B-2610304708	6150--Art Studio Pillar	EFT	20136005552	900.00	300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/3/2025	12/1/2024	B-2610305195	6134--Virtues Art Academy	EFT	20136005551	25.00	25.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner	
	1/6/2025	11/1/2024	B-2610271180	6125--Abplause Music Academy Rancho Cucarn	EFT	Voided - 102312	-75.00	-75.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale	
	1/6/2025	10/8/2024	B-2610253165	v16222--The Claremont Club	EFT	Voided - 102031	-1,822.89	-1,822.89		910--Instructional Funds	2073--Excel Academy Charter School - Helendale	
	1/6/2025	12/20/2024	B-2610363289	4101--Yvonne Dill Cruz	EFT	102581	135.00	135.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale	
1/6/2025	12/11/2024	B-2610362875	2211--Valerie Marich Musik	EFT	102693	120.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/14/2024	B-2610362848	5887--Children's Learning and Support Services	EFT	102720	102.00	102.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/3/2024	14578	5017--Alpha Vision, Inc.	EFT	102718	100.00	62.00		912--Administration/Office	2053--Excel Academy Charter School - Warner		
1/6/2025	12/3/2024	5017--Alpha Vision, Inc.	5940--Technology Services	EFT	102718	100.00	38.00		912--Administration/Office	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/23/2024	B-2610363301	5591--Faith Seymour Tutoring Services	EFT	102707	100.00	100.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	11/25/2024	525944	2129--Studies Weekly	EFT	102716	86.09	86.09		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/5/2024	1217242	2460--Singapore Math Live	EFT	102708	75.00	75.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/20/2024	B-2610362898	5886--The Backyard Schoolhouse	EFT	102696	72.50	72.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/6/2024	5349718	1208--Singapore Math Inc	EFT	102695	69.84	69.84		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/11/2024	18558	5060--Beyond Blindness	EFT	102722	67.85	67.85	VI Consultation: Nov 2024	907--Special Education	2053--Excel Academy Charter School - Warner		
1/6/2025	12/16/2024	B-2610362867	1610--Michaela Shea Ackermann	EFT	102703	60.00	60.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/13/2024	B-2610363304	v3022--Fired Up Arts	EFT	102672	46.68	46.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	11/13/2024	925108	5016--All About Learning Press, Inc	EFT	102709	45.56	45.56		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	10/25/2024	INW87608	6102--Wilson Language Training Corporation	EFT	102676	44.64	44.64		908--Intervention/Title I	2053--Excel Academy Charter School - Warner		
1/6/2025	12/4/2024	4601941	1156--Barnes and Noble Booksellers Inc.	EFT	102729	42.64	42.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	10/11/2024	US-2024-00606823	5899--Lulu Press, Inc.	EFT	102688	16.79	16.79		908--Intervention/Title I	2053--Excel Academy Charter School - Warner		
1/6/2025	12/25/2024	B-2610363282	3052--Art Steps, Inc. Laquna Hills	EFT	102715	395.00	395.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/1/2024	2023-160	6046--Art and Design Studio	EFT	102667	394.00	197.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/1/2024	2023-159	6046--Art and Design Studio	EFT	102667	394.00	197.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/11/2024	2450241124	5326--Marshall Ketchum	EFT	102713	368.00	92.00	907--Special Education	907--Special Education	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/11/2024	5767241124	5326--Marshall Ketchum	EFT	102713	368.00	184.00	907--Special Education	907--Special Education	2053--Excel Academy Charter School - Warner		
1/6/2025	12/11/2024	5799401124	5326--Marshall Ketchum	EFT	102713	368.00	92.00	907--Special Education	907--Special Education	2053--Excel Academy Charter School - Warner		
1/6/2025	12/24/2024	B-2610363291	2609--Candi Chavez	EFT	102685	360.00	360.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/14/2024	B-2610363295	6147--DK Tutoring	EFT	102704	359.00	175.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/14/2024	6147--DK Tutoring	5880--Instructional Vendors &	EFT	102704	359.00	184.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/12/2024	B-2610363274	2083--American Martial Arts Academy Fullerton	EFT	102671	349.00	349.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/5/2024	632872	1179--Home Science Tools	EFT	102701	347.71	110.26		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/5/2024	632883	1179--Home Science Tools	EFT	102701	347.71	144.67		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/5/2024	632417	1179--Home Science Tools	EFT	102701	347.71	92.58		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/16/2024	B-2610362873	3365--South Coast Repertory, Inc.	EFT	102668	331.69	331.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/6/2024	2130	4206--Film School 4 Teens	EFT	102678	321.31	321.31		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/18/2024	B-2610362886	1613--Sara Meeker	EFT	102664	300.00	300.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	11/22/2024	44585	3031--Essentials in Writing	EFT	102663	254.60	127.30		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/10/2024	11263	3031--Essentials in Writing	EFT	102663	254.60	127.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/2/2024	SIWV12605	3210--Bright Thinker	EFT	102734	247.83	247.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/11/2024	B-2610362847	6522--California School of Classical Ballet	EFT	102714	247.00	247.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/26/2024	B-2610363267	6484--Adriana Robinson	EFT	102705	245.00	245.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/18/2024	B-2610362885	5684--Caique Jiu Jitsu Walnut Academy	EFT	102698	240.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	11/26/2024	9853	2699--Nicole the Math Lady, LLC.	EFT	102727	228.00	79.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	11/26/2024	9854	2699--Nicole the Math Lady, LLC.	EFT	102727	228.00	149.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/10/2024	B-2610362866	5745--Mathnasium of Mira Mesa/Scripps Ranch	EFT	102670	225.00	225.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/25/2024	B-2610363281	3015--Art Steps, Inc. Costa Mesa	EFT	102726	212.00	212.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/14/2024	B-2610362860	6117--UNITED SELF DEFENSE STUDIOS - Missior	EFT	102669	150.00	150.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/10/2024	B-2610362857	5711--Icetown Riverside	EFT	102662	1,028.50	350.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/10/2024	5711--Icetown Riverside	5880--Instructional Vendors &	EFT	102662	1,028.50	678.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner		
1/6/2025	12/16/2024	166430	v3100--Oxford Consulting Services, Inc.	EFT	102719	1,009.75	78.00	SAI Service Nov 2024	907--Special Education	2073--Excel Academy Charter School - Helendale		
1/6/2025	12/16/2024	166429	v3100--Oxford Consulting Services, Inc.	EFT	102719	1,009.75	78.00	SAI Service Nov. 24	907--Special Education	2053--Excel Academy Charter School - Warner		
1/6/2025	12/16/2024	v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	EFT	102719	1,009.75	78.00	SAI Service Nov 24	907--Special Education	2053--Excel Academy Charter School - Warner		
1/6/2025	12/11/2024	B-2610362854	2174--Grace Barra Corona	EFT	102700	924.00	924.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner		

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/6/2025	12/9/2024	B-2610362869	v3032--Peace Hill Classical Co-op LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT	102702	900.00	600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3032--Peace Hill Classical Co-op LLC		EFT	102702	900.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	12/15/2024	B-2610362864	5529--Lantens Global LLC	5880--Instructional Vendors &	EFT	102699	898.50	898.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/16/2024	B-2610362861	5997--Kids Gardening Center	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT	102687	897.00	239.20	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	B-2610363322	5997--Kids Gardening Center	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT	102687	897.00	497.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5997--Kids Gardening Center		EFT	102687	897.00	149.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
					EFT	102687	897.00	59.80	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	12/10/2024	B-2610362863	6487--Lani Kim Coaching	5880--Instructional Vendors &	EFT	102666	840.00	840.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	12/20/2024	B-2610363286	4103--Beth Gills	5880--Instructional Vendors &	EFT	102689	646.00	323.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/20/2024	B-2610362882	4103--Beth Gills	5880--Instructional Vendors &	EFT	102689	646.00	323.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/23/2024		109896 2600--Reading Horizons	4100--Textbooks & Core Curricu	EFT	102694	612.24	612.24	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/9/2024	B-2610362872	5453--Riverside Ballet Arts	5880--Instructional Vendors &	EFT	102730	590.00	590.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/18/2024	B-2610363284	6570--Atos Jiu-Jitsu Beaumont	5880--Instructional Vendors &	EFT	102674	578.00	578.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/20/2024	B-2610362881	V3170--APlus Tutoring Inc.	5880--Instructional Vendors &	EFT	102680	560.00	560.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	12/10/2024	B-2610362870	6319--Peter Brown Piano Studio	5880--Instructional Vendors &	EFT	102683	560.00	560.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	12/4/2024		1190641775 2056--LEGO Education	4310--Materials & Supplies	EFT	102724	548.86	179.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/25/2024		1190639190 2056--LEGO Education	4310--Materials & Supplies	EFT	102724	548.86	123.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/25/2024		1190639191 2056--LEGO Education	4310--Materials & Supplies	EFT	102724	548.86	245.62	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/19/2024	B-2610363296	2506--Drawn2Art Claremont Inc.	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT	102732	533.00	80.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2506--Drawn2Art Claremont Inc.		EFT	102732	533.00	453.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	12/10/2024		4.74325E+11 2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	102706	519.75	519.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/14/2024	B-2610362859	6116--UNITED SELF DEFENSE STUDIOS -Foothill	5880--Instructional Vendors &	EFT	102697	510.00	510.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/15/2024	B-2610363303	5822--Felton Ninja Academy	5880--Instructional Vendors &	EFT	102723	480.50	480.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/25/2024	B-2610363280	1849--Art Steps, Inc Yorba Linda	5880--Instructional Vendors &	EFT	102731	470.00	470.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/19/2024	B-2610363290	1355--C3 Classes, LLC	5880--Instructional Vendors &	EFT	102677	2,652.51	762.52	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/19/2024	B-2610362884	1355--C3 Classes, LLC	5880--Instructional Vendors &	EFT	102677	2,652.51	1,899.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/19/2024	B-2610362894	v3125--Strategic Kids LLC	5880--Instructional Vendors &	EFT	102721	2,380.80	2,380.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/11/2024	B-2610363279	5641--Ark Academy	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT	102673	2,333.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5641--Ark Academy		EFT	102673	2,333.00	2,033.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	12/23/2024		916052 5363--Procopio, Cory, Hargreaves & Savitch LLP	5810--Legal	EFT	102691	1,939.19	736.89	912--Administration/Office	2073--Excel Academy Charter School - Warner
			5363--Procopio, Cory, Hargreaves & Savitch LLP	5810--Legal	EFT	102691	1,939.19	1,202.30	912--Administration/Office	2053--Excel Academy Charter School - Warner
1/6/2025	12/11/2024		70870 5353--Partners in Special Education	5100--SpEd Consultants and Ven	EFT	102725	1,740.00	1,740.00	APE Services & PT Eval Oct. 24	907--Special Education
1/6/2025	12/18/2024	B-2610362888	6142--Fullerton Family YMCA	5880--Instructional Vendors &	EFT	102717	1,529.50	1,328.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/12/2024	B-2610362852	6142--Fullerton Family YMCA	5880--Instructional Vendors &	EFT	102717	1,529.50	201.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	11/22/2024		SHOP22419128911 6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	102684	1,408.73	322.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/24/2024		SHOP22420324611 6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	102684	1,408.73	434.95	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/25/2024		SHOP22420906711 6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	102684	1,408.73	325.59	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/25/2024		SHOP22420910011 6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	102684	1,408.73	325.59	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/17/2024	B-2610362876	4197--Victoria Knell	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT	102733	1,407.50	680.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4197--Victoria Knell		EFT	102733	1,407.50	747.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/5/2024		302021 1293--Moving Beyond the Page	4100--Textbooks & Core Curricu	EFT	102692	1,343.11	294.43	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/2/2024		301959 1293--Moving Beyond the Page	4100--Textbooks & Core Curricu	EFT	102692	1,343.11	564.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/5/2024		302020 1293--Moving Beyond the Page	4100--Textbooks & Core Curricu	EFT	102692	1,343.11	483.82	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/17/2024	B-2610362878	5764--West Coast Krav Maga Wildomar, Inc.	5880--Instructional Vendors &	EFT	102682	1,294.00	1,294.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/6/2024		1903191709 5664--Infinity Kids Corporation	5100--SpEd Consultants and Ven	EFT	102675	1,289.00	1,289.00	PT Services Nov 2024	907--Special Education
1/6/2025	12/11/2024		101903 6569--Braille Abilities LLC	5100--SpEd Consultants and Ven	EFT	102711	1,188.00	1,188.00	O&M Services Nov 24 (Low Incid	907--Special Education
1/6/2025	12/19/2024	B-2610362896	6182--Sweetwater Farms	5880--Instructional Vendors &	EFT	102690	1,145.00	1,145.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/17/2024	B-2610363287	2806--Brain Builders STEM Education	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT	102661	1,088.00	216.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2806--Brain Builders STEM Education		EFT	102661	1,088.00	872.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/12/2024	B-2610362845	6037--Aesthetic Climbing Gym, LLC	5880--Instructional Vendors &	EFT	102665	1,060.00	1,060.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/6/2025	12/30/2024		1051808 5483--Discovery Science Center of Orange Cou	9388--Parent PayPal Account	EFT	102728	1,035.00	214.52	000--Schoolwide - Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5483--Discovery Science Center of Orange Cou	5835--Field Trips	EFT	102728	1,035.00	468.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5483--Discovery Science Center of Orange Cou	9388--Parent PayPal Account	EFT	102728	1,035.00	131.48	000--Schoolwide - Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5483--Discovery Science Center of Orange Cou	5835--Field Trips	EFT	102728	1,035.00	221.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/6/2025	11/28/2024		3106940076 5360--Pitney Bowes Global Financial Services LL	5620--Equipment Leases	EFT	102686	205.34	78.03	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5360--Pitney Bowes Global Financial Services LL	5620--Equipment Leases	EFT	102686	205.34	127.31	912--Administration/Office	2053--Excel Academy Charter School - Warner
1/6/2025	11/2/2024		INV-05084-A 5776--Albourn Translation Service	5800--Professional Services -	EFT	102712	100.00	38.00	908--Intervention/Title I	2073--Excel Academy Charter School - Helendale
			5776--Albourn Translation Service	5800--Professional Services -	EFT	102712	100.00	62.00	908--Intervention/Title I	2053--Excel Academy Charter School - Warner
1/6/2025	12/28/2024		00002E01V5524 1649--UPS	5930--Postage	EFT	102710	32.52	8.54	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1649--UPS	5930--Postage	EFT	102710	32.52	13.94	912--Administration/Office	2053--Excel Academy Charter School - Warner
	12/21/2024		00002E01V5514 1649--UPS	5930--Postage	EFT	102710	32.52	3.82	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1649--UPS	5930--Postage	EFT	102710	32.52	6.22	912--Administration/Office	2053--Excel Academy Charter School - Warner
1/6/2025	12/16/2024		5918-013125 5918--City of Irvine	5860--Service Fees	EFT	102679	4.00	1.52	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5918--City of Irvine	5860--Service Fees	EFT	102679	4.00	2.48	912--Administration/Office	2053--Excel Academy Charter School - Warner
1/7/2025	10/8/2024	B-2610253165	v16222--The Claremont Club	5880--Instructional Vendors &	EFT	102735	1,822.89	1,822.89	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	11/1/2024	B-2610271180	6125--Applause Music Academy Rancho Cucarn	5880--Instructional Vendors &	EFT	102736	75.00	75.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/20/2024	B-2610362891	5489--Hangar 18 Mission Viejo, Inc.	5880--Instructional Vendors &	EFT	20136005581	88.00	88.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/20/2024	B-2610362890	2007--Hangar 18 East Riverside, Inc.	5880--Instructional Vendors &	EFT	20136005577	88.00	88.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/10/2024	B-2610362865	5484--Learning with Laurel	5880--Instructional Vendors &	EFT	20136005576	73.75	73.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/7/2025	12/6/2024	INV-BelAU-6758	5058--Blake eLearning Pty Ltd	4100--Textbooks & Core Curricu	EFT	20136005569	69.99	69.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/18/2024	B-2610362874	2738--Veronica Gutierrez	5880--Instructional Vendors &	EFT	20136005573	67.50	67.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/2/2024	54693	6447--Dash into Learning	4100--Textbooks & Core Curricu	EFT	20136005572	45.37	45.37	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	11/30/2024	6018461940	1264--Staples	4310--Materials & Supplies	EFT	20136005575	22.94	22.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	11/7/2024	1YFT-JXVQ-G93D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005591	10.38	6.44	916--Elementary Education	2053--Excel Academy Charter School - Warner
1/7/2025	12/18/2024	B-2610362880	4115--1 Art-Megapietis School of Art	4310--Materials & Supplies	EFT	20136005591	10.38	3.94	916--Elementary Education	2073--Excel Academy Charter School - Helendale
1/7/2025	12/20/2024	B-2610363300	6500--Evelyn Burns	5880--Instructional Vendors &	EFT	20136005567	307.50	307.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/22/2024	B-2610363293	2017--Claremont Community School of Music	5880--Instructional Vendors &	EFT	20136005563	294.00	220.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/10/2024	B-2610362853	6256--Glendora Music and Arts School	5880--Instructional Vendors &	EFT	20136005585	280.00	280.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/17/2024	B-2610363285	1441--AVPA at La Sierra University	5880--Instructional Vendors &	EFT	20136005583	265.00	265.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/19/2024	B-2610362893	2505--STEM Center USA	5880--Instructional Vendors &	EFT	20136005566	250.00	250.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/6/2024	INV2313854	1321--Art of Problem Solving	4100--Textbooks & Core Curricu	EFT	20136005589	225.99	99.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/6/2024	INV2313855	1321--Art of Problem Solving	4100--Textbooks & Core Curricu	EFT	20136005589	225.99	126.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/13/2024	B-2610362851	6111--Freedom in Motion Loma Linda	5880--Instructional Vendors &	EFT	20136005557	210.00	210.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/18/2024	B-2610362892	6526--Rowe Dance Academy	5880--Instructional Vendors &	EFT	20136005579	210.00	210.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/23/2024	B-2610363288	6339--Brandy Caler	5880--Instructional Vendors &	EFT	20136005588	179.68	31.24	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/23/2024	B-2610362883	6339--Brandy Caler	5880--Instructional Vendors &	EFT	20136005588	179.68	148.44	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/18/2024	B-2610363283	1061--Art With Aunt Jes	5880--Instructional Vendors &	EFT	20136005582	140.00	140.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	11/14/2024	1M0K-RPT1-3114	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	89.48	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/10/2024	11/10/2024	17H0-VFPH-1HMT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	81.84	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/9/2024	11/10/2024	1M0K-71L3-T1YN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	12.78	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/11/2024	11/10/2024	1FYV-7YCH-DMXL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	161.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/18/2024	1W8W-TXCN-787X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	66.78	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/18/2024	11/18/2024	1M6V-CC7Q-47NW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	59.71	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/18/2024	1T4H-BKCC-6L3L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	60.89	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/16/2024	11/18/2024	1FTF-F7TX-QHYC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	56.78	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2024	11/18/2024	17PD-HRHW-6HTV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	64.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/20/2024	1L7P-CXK3-4V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	52.78	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2024	11/18/2024	17D0-9PCY-PKVD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	35.23	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/8/2024	11/18/2024	1N1W-H9D3-NH7M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	18.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/13/2024	11/18/2024	1T7-7NKK-36TM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	34.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2024	11/18/2024	1YVX-MX1Y-644N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	8.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/17/2024	11/18/2024	19I6-VFVS-VT6X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	23.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/17/2024	11/18/2024	1C2J-FY9C-367D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	39.71	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/18/2024	1KTR-DNFE-4QDP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	34.99	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/19/2024	11/18/2024	1L3E-MY4L-69LX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	64.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/9/2024	11/18/2024	13DR-QD1H-TXLC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	140.86	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/8/2024	11/18/2024	1D9X-L4K3-MHRX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	34.17	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/9/2024	11/18/2024	17D3-DNFE-RXG3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	39.27	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/7/2024	11/20/2024	1YHJ-4T3H-F1YV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	28.93	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/20/2024	1FHN-G7HF-637K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	110.88	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/10/2024	11/20/2024	1925-AMZN-C3B8	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	19.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/17/2024	11/20/2024	1XCT-MCDA-XJ3C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	76.33	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/21/2024	11/20/2024	1WVR-CCY1-H8C4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	6.80	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/16/2024	11/20/2024	1T9Q-3NQA-P949	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	24.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/9/2024	11/20/2024	1X3R-1VM9-VGMQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	112.96	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/20/2024	11/20/2024	1KTR-DNFE-4VMV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	113.05	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2024	11/20/2024	1933-MF7J-HQ6L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	39.04	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/13/2024	11/20/2024	1LLR-WR31-3MG3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	5.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/12/2024	11/20/2024	191H-PM7J-1M6F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	67.88	910--Instructional Funds	2073--Excel Academy Charter School - Warner
11/19/2024	11/20/2024	11TW-4QDP-4317	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	8.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/16/2024	11/20/2024	1933-MF7J-RG91	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	155.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/20/2024	191C-1498-48T8	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	19.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/14/2024	11/20/2024	11CT-4YQX-3YRN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	6.41	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/20/2024	17D3-FY3L-6HVD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	152.49	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/10/2024	11/20/2024	1PMG-GQ7G-398F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	112.15	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/19/2024	11/20/2024	1VNM-MF3H-3HDC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	80.53	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/20/2024	13D3-VYVJ-4D89	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	107.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2024	11/20/2024	1F9P-FN6G-MX6E	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	102.31	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/19/2024	11/20/2024	1LFV-GM1C-7FHN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	6.82	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/18/2024	11/20/2024	1D1X-WY9T-4NDM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	31.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2024	11/20/2024	149G-3MYM-KGZD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	51.12	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
11/18/2024	11/20/2024	1RVJ-YJ0K-1CQW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	161.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
12/9/2024	11/20/2024	1D13-L1LJ-59P8	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	7.42	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/10/2024	11/20/2024	144K-NCP3-1978	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	10.76	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/8/2024	11/20/2024	11QZ-CYR4-MNPP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	98.44	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/15/2024	11/20/2024	1L7C-FQ3H-H48M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	82.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/11/2024	11/20/2024	16HJ-XNR3-H7TV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	32.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/16/2024	11/20/2024	1K7V-XCT1-RD33	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	17.76	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/20/2024	1W4H-T1CN-6PON	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	9.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/20/2024	11/20/2024	1416-F76N-39H7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	21.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/17/2024	11/20/2024	1925-AMZN-3X63	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	64.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/16/2024	11/20/2024	1NKO-FLLP-QLW6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005553	16,744.03	23.42	910--Instructional Funds	2053--Excel Academy Charter School - Warner
11/13/2024	11/20/2024	1C19-IDYJ-3MC3								

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

11/20/2024	1339-JNCC-3X00	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	30.58	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/16/2024	1340-DMX-QMKS	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	39.47	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/9/2024	1401-QVKG-T4FG	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	5.18	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/10/2024	101W-V5LV-V1WW	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	262.57	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/5/2024	1345-4185T-3MWS	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	44.03	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/13/2024	1H7J-GWNC-1P66	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	10.79	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/15/2024	1N0Q-FLHP-RFXP	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	139.04	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/20/2024	1345-QMWS-30R1	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	44.03	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/14/2024	1G4C-FGWD-7C7L	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	34.51	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/17/2024	1V7T-VXVP-V92N	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	27.42	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/16/2024	1Q3P-DQWR-PR2T	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	7.98	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/8/2024	1C0J-MCXJ-MC17	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	15.21	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/5/2024	190R-PPGQ-CQ5A	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	18.86	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/14/2024	1N0Q-FLHP-1VQ0	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	80.28	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/8/2024	196Y-YGZW-P4Q7	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	40.37	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/5/2024	190R-PPGQ-9P4KS	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	104.74	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/16/2024	1K0M-CK76-NY7Y	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	94.93	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/12/2024	1K7Y-X3N0-4G9F	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	42.98	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/20/2024	19VX-IRBV-66N0	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	14.97	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/15/2024	17XH-7GFV-D09H	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	16.84	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/20/2024	196Y-YGZW-40ZV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	67.54	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/15/2024	130K-NYMD-FTT0	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	114.44	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/13/2024	1H7J-GWNC-437K	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	45.82	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/14/2024	13W4-CLCW-C38Y	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	70.03	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/10/2024	110W-RGVF-3DQR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	29.71	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/12/2024	1TRP-1346-0M03	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	21.72	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/16/2024	1953-PF73-R00M	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	69.14	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/14/2024	1M0X-RP7J-4L1Y	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	70.77	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/12/2024	1V7J-GK0R-K6Q4	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	12.58	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/18/2024	14H6-OT7A-4Y4V	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	44.03	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/8/2024	1R0C-ME0J-N7WQ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	21.54	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/20/2024	1F8F-CFK6-F74V	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	56.56	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/20/2024	1C0Y-GX3Z-728Y	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	118.07	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/20/2024	1JHJ-VXQG-6G67	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	8.75	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/14/2024	1K7V-1XCT-6441	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	43.97	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/14/2024	1JTF-TRTX-63F6	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	12.90	910-Instructional Funds	2073-Excel Academy Charter School -	Warner
11/20/2024	1L0Z-TCTT-4P1V	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	39.33	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/19/2024	1D0W-1X0T-401M	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	104.74	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/8/2024	1F8F-TM1M-MY3J	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	14.28	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/15/2024	1X89-CC3H-JR0K	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	6.13	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/6/2024	1R0J-MN99-414K	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	30.69	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/7/2024	1N0W-HJ9J-FR07	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	128.19	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/17/2024	192T-MX0K-XG09	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	119.07	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/19/2024	1LHP-FTVH-9HRW	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	14.64	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/14/2024	1K0J-DMJL-330L	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	21.74	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/20/2024	1196-QMWS-3X00	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	23.56	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/10/2024	1L0Z-CPHY-1M6C	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	25.38	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/17/2024	14HT-GPRT-YG4C	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	44.03	910-Instructional Funds	2073-Excel Academy Charter School -	Warner
11/16/2024	1CR3-CZMP-PHWK	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	84.66	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/9/2024	1QNY-QZ07-V10M	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	60.00	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/17/2024	1CR3-CZMP-FDWR	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	19.34	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/19/2024	1M64-1K7J-631P	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	19.34	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/15/2024	1M1Y-YG0J-KJ1Q	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	21.68	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/9/2024	16R9-4R0K-V18E	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	44.03	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/19/2024	1X4R-MHPF-661G	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	41.97	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/20/2024	118T-PR86-3Q7G	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	35.37	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/16/2024	119F-W1K6-MH01	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	14.64	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/15/2024	1MFA-4M01-FM63	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	57.56	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/14/2024	133H-MX0K-CQ2N	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	105.68	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/15/2024	1D19-4WRL-KY1W	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	110.19	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/9/2024	1L3J-GT07-T771	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	105.68	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/8/2024	196Y-YGZW-5P79	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	105.68	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/20/2024	1N0Q-SP9L-6X1N	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	30.29	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/14/2024	14KT-GPRT-4GCT	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	23.61	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/15/2024	1F0D-1R36-H91T	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	22.64	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/7/2024	10KJ-3D7P-F4D4	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	92.64	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/17/2024	1D19-4WRL-KC1W	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	74.60	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/16/2024	1LQP-DQWR-PR6N	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	81.38	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/10/2024	1N0W-1L3J-XW67	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	61.28	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/16/2024	17FR-Q30V-6P86	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	310.24	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/7/2024	16FV-RDRO-GCLJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	284.64	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/12/2024	13YC-Q30V-49M1	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	246.23	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/19/2024	1L4P-HDVA-31FK	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	26.45	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/13/2024	1DXL-9M3Y-3390	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	72.02	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/16/2024	14KT-GPRT-QM64	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	13.05	910-Instructional Funds	2073-Excel Academy Charter School -	Hendale
11/19/2024	1YPI-3P1K-1R2F	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	91.32	910-Instructional Funds	2053-Excel Academy Charter School -	Warner
11/15/2024	1V7T-XXNP-CTH0	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	8.61	910-Instructional Funds	2053-Excel Academy Charter	

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

11/20/2024	1196-QMMG-69HT	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	37.72	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/11/2024	110Y-RHFL-GR1M	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	14.78	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/9/2024	11WV3-7WL4-T7X9	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	146.70	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/13/2024	10T3-MW9F-3374	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	49.38	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/16/2024	11TF-78TX-DWVW	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	208.33	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/6/2024	13DR-QV1H-4TEQ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	122.75	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/12/2024	1743-NCLY-36D9	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	51.70	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/16/2024	11YK-NL1Y-N6PM	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	285.33	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/15/2024	11KX-VDMJ-JCHD	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	39.04	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/14/2024	1Y1R-7K3C-G09F	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	40.60	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/19/2024	11XV-0P6A-33CK	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	12.32	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2024	11QV-PCFL-NR9P	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	91.47	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/16/2024	11L3-PMCF-N27S	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	106.86	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/15/2024	11CT-4YXQ-GFXC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	74.17	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/9/2024	11RQ-M6WJ-TT4G	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	18.92	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/14/2024	1413-14XZK-49CK	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	18.66	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/13/2024	11RD-6VCR-4XCX	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	42.00	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/14/2024	11KQ-N9FK-62F6	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	44.07	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/13/2024	11RF-NPCC-36XK	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	14.67	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/19/2024	114P-PMVA-4T1L	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	38.06	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/14/2024	11KH-C9K6-3988	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	23.06	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/15/2024	11MO-M9VQ-GYWC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	84.01	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/10/2024	173D-PMVA-1DQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	153.05	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/19/2024	11CR-3Q7Y-3WLX	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	71.97	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/8/2024	11GN-WTJ9-NCLT	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	94.81	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/11/2024	11KZ-W8T7-7YDN	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	153.40	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/15/2024	119G-3NYM-HMCC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	32.31	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/13/2024	11Y1C-1NPT-1TYF	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	2013600553	16,744.03	16.15	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/8/2024	11QK-3D7P-JYVQ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	66.88	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/13/2024	11DN-GWRQ-3VTF	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	74.85	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/14/2024	11WQ-028R-9DQC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	24.40	910-Instructional Funds	2053-Excel Academy Charter School - Warner
11/9/2024	111Q-CQYR-TVLF	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	8.85	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/19/2024	1121-AMZM-3898	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	17.90	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/6/2024	16KQ-FY9H-419J	1925-Amazon Capital Services, Inc.	4320-Office Supplies	EFT	2013600553	16,744.03	14.00	912-Administration/Office	2073-Excel Academy Charter School - Helendale
11/11/2024	170F-C9YH-FLCG	1925-Amazon Capital Services, Inc.	4320-Office Supplies	EFT	2013600553	16,744.03	10.97	907-Special Education	2073-Excel Academy Charter School - Helendale
11/8/2024	11F76-V63J-N0D9	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	35.45	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/9/2024	11LV-PCRL-T3M6	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	15.55	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
11/7/2024	11WV-H93J-F9VX	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	6.44	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/6/2024	16PV-RDRQ-4G9H	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	26.49	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/7/2024	111Q-CQYR-FKGI	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	3.94	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/20/2024	11UH-GHXK-4LQ4	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	6.44	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/9/2024	111Q-CQYR-TGNN	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	31.51	914-Community Engagement	2073-Excel Academy Charter School - Helendale
11/14/2024	11VL-7QG3-1K33	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	4.50	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/12/2024	114L-7QG3-1K33	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	8.33	917-Secondary Education	2073-Excel Academy Charter School - Helendale
11/7/2024	119X-GPWC-FVX3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	13.58	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/7/2024	11GN-WTJ9-GYCS	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	41.03	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/7/2024	119P-PDKQ-FQDY	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	6.44	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/10/2024	16KK-J9FK-1HKD	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	151.43	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/19/2024	11G67-FW4Q-1XR9	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	108.51	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/8/2024	11KVF-3VQV-MDHT	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	66.51	912-Administration/Office	2073-Excel Academy Charter School - Helendale
11/8/2024	111Q-CQYR-MOY3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	125.89	912-Administration/Office	2053-Excel Academy Charter School - Warner
11/7/2024	11WV3-7WL4-FKQC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	2.58	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/7/2024	11YF-3JXV-FV4P	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	14.57	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/20/2024	11CY-DXG3-3XK1	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	23.77	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/15/2024	11GN-3Q9T-JQ7R	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	6.44	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/16/2024	11QK-3D7P-3M97	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	4.01	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/15/2024	11GJ-PMCF-HNLP	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	13.53	914-Community Engagement	2073-Excel Academy Charter School - Helendale
11/8/2024	11GV-H9KL-MLKM	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	4.22	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/8/2024	11M7F-66MR-MXLJ	1925-Amazon Capital Services, Inc.	4320-Office Supplies	EFT	2013600553	16,744.03	56.98	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/12/2024	11KC-7KGW-1W1H	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	92.97	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/7/2024	11QK-3D7P-FWQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	23.21	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/7/2024	11QK-3D7P-FWQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	6.42	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/8/2024	11GV-H9KL-MLKM	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	11.05	907-Special Education	2073-Excel Academy Charter School - Helendale
11/8/2024	11M7F-66MR-MXLJ	1925-Amazon Capital Services, Inc.	4320-Office Supplies	EFT	2013600553	16,744.03	166.90	912-Administration/Office	2053-Excel Academy Charter School - Warner
11/12/2024	11KC-7KGW-1W1H	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	102.30	912-Administration/Office	2073-Excel Academy Charter School - Helendale
11/7/2024	11QK-3D7P-FWQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	3.88	917-Secondary Education	2073-Excel Academy Charter School - Helendale
11/7/2024	11QK-3D7P-FWQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	6.32	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/7/2024	11QK-3D7P-FWQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	6.44	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/7/2024	11QK-3D7P-FWQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	3.94	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/7/2024	11QK-3D7P-FWQ3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	11.88	916-Elementary Education	2073-Excel Academy Charter School - Helendale
11/9/2024	11M7F-66MR-MXLJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	19.38	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/9/2024	11M7F-66MR-MXLJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	26.04	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/9/2024	11M7F-66MR-MXLJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	47.38	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/9/2024	11M7F-66MR-MXLJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	11.99	916-Elementary Education	2053-Excel Academy Charter School - Warner
11/19/2024	11DN-KYXT-3QCC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	17.95	914-Community Engagement	2073-Excel Academy Charter School - Helendale
11/9/2024	11DN-KYXT-3QCC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	2013600553	16,744.03	29.36	914-Community Engagement	2053-Excel Academy Charter School - Warner
11/9/2024	11QK-3D7P-V6DT	1925-Amazon Capital Services, Inc.	4320-Office Supplies	EFT	2013600553	16,744.03	136.51	907-Special Education	2053-Excel Academy Charter School - Warner
11/9/2024	11QK-3D7P-V6DT	1925-Amazon Capital Services, Inc.	4320-Office Supplies	EFT	2013600553	16,744.03	18.70	907-Special Education	2073-Excel Academy Charter School - Helendale
1/7/2025	B-2610362856	5686--Huntington Learning Center	5880-Instructional Vendors &	EFT	20136005570	1,033.20	1,033.20	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
1/7/2025	B-2610362858	1304-Intro 2 Skateboarding LLC	5880-Instructional Vendors &	EFT	20136005554	1,000.00	440.00	910-Instructional Funds	2073-Excel Academy Charter School - Helendale
1/7/2025	B-2610362858	1304-Intro 2 Skateboarding LLC	5880-Instructional Vendors &	EFT	20136005554</				

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	44,413.64	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	72,463.11	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Warner
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	2.04	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	3.32	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Warner
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	345.40	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	563.52	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Warner
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	1,725.33	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	2,815.01	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Warner
			5796--BRMS - CharterLIFE	3990--PY Benefit Adjustments	EFT	20136005592	143,833.29	8,170.80	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
1/7/2025	12/11/2024	B-2610362846	3082--ALSajdah Academy	5880--Instructional Vendors &	EFT	20136005586	1,950.00	1,950.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/12/2024	6814918	5362--Paul, Plevin & Quarles LLP	5810--Legal	EFT	20136005587	1,906.50	116.85	912--Administration/Office	2073--Excel Academy Charter School - Helendale
	12/12/2024	6814917	5362--Paul, Plevin & Quarles LLP	5810--Legal	EFT	20136005587	1,906.50	190.65	912--Administration/Office	2073--Excel Academy Charter School - Warner
			5362--Paul, Plevin & Quarles LLP	5810--Legal	EFT	20136005587	1,906.50	607.82	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5362--Paul, Plevin & Quarles LLP	5810--Legal	EFT	20136005587	1,906.50	991.38	912--Administration/Office	2073--Excel Academy Charter School - Warner
1/7/2025	12/19/2024	B-2610363278	1370--The Arbor Learning Community	5880--Instructional Vendors &	EFT	20136005578	1,865.00	605.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1370--The Arbor Learning Community	5880--Instructional Vendors &	EFT	20136005578	1,865.00	1,260.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/7/2025	12/16/2024	1138843	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	91.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/27/2024	1052739	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005561	1,282.08	134.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/2/2024	1059324	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	189.95	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/16/2024	1138836	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	136.30	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/2/2024	1059596	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	128.35	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	1138833	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005561	1,282.08	141.79	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/27/2024	1052731	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005561	1,282.08	83.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	1138835	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	53.78	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	1138832	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005561	1,282.08	14.77	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	1138845	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	91.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/27/2024	1052741	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	23.65	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	11/27/2024	1052738	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005561	1,282.08	104.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/27/2024	1052737	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005561	1,282.08	33.88	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/2/2024	1066594	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005561	1,282.08	55.18	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	11/15/2024	1622	2276--KivCo., Inc.	4100--Textbooks & Core Curricu	EFT	20136005555	1,127.13	137.97	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2276--KivCo., Inc.	4100--Textbooks & Core Curricu	EFT	20136005555	1,127.13	989.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/7/2025	12/20/2024	23077	5780--Balloons by Jenn	5841--Community Marketing	EFT	20136005558	425.00	161.50	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			5780--Balloons by Jenn	5841--Community Marketing	EFT	20136005558	425.00	263.50	914--Community Engagement	2053--Excel Academy Charter School - Warner
1/7/2025	12/16/2024	Admin-2089-012025	5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005590	176.00	26.98	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005590	176.00	39.90	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005590	176.00	44.62	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005590	176.00	65.10	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
1/7/2025	11/16/2024	Admin-2089-122024	5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005565	176.00	26.98	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005565	176.00	53.78	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005565	176.00	44.62	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5795--BRMS - FSA	3990--PY Benefit Adjustments	EFT	20136005565	176.00	65.10	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
1/8/2025	9/30/2024	B-2610228529	5971--Homeschool Enrichment Services	5880--Instructional Vendors &	EFT	Voided - 102011	-61.20	-61.20	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2025	11/1/2024	B-2610271198	6150--Art Studio Pillar	5880--Instructional Vendors &	EFT	Voided - 20136005552	-900.00	-600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	11/27/2024	B-2610304708	6150--Art Studio Pillar	5880--Instructional Vendors &	EFT	Voided - 20136005552	-900.00	-300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/10/2025	11/14/2024	B-2610297747	5707--KRM Company LLC	5880--Instructional Vendors &	EFT	Voided - 102515	-93.75	-93.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/13/2025	11/14/2024	B-2610297747	5707--KRM Company LLC	5880--Instructional Vendors &	EFT	102738	93.75	93.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/13/2025	9/30/2024	B-2610228529	5971--Homeschool Enrichment Services	5880--Instructional Vendors &	EFT	102737	61.20	61.20	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/14/2025	12/30/2024	2092618	99989--iFly	5835--Field Trips	Printed Check	30123	1,890.00	1,125.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			99989--iFly	5835--Field Trips	Printed Check	30123	1,890.00	765.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/14/2025	12/30/2024	2092690	99989--iFly	5835--Field Trips	Printed Check	30122	1,530.00	1,395.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			99989--iFly	5835--Field Trips	Printed Check	30122	1,530.00	135.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/14/2025	12/30/2024	2092653	99989--iFly	5835--Field Trips	Printed Check	30121	2,205.00	1,305.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			99989--iFly	5835--Field Trips	Printed Check	30121	2,205.00	900.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610364210	2383--Guitar Ninjas	5880--Instructional Vendors &	EFT	102759	150.00	150.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365043	6345--Science Mom LLC	5880--Instructional Vendors &	EFT	102757	150.00	150.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364213	6117--UNITED SELF DEFENSE STUDIOS - Missio	5880--Instructional Vendors &	EFT	102827	150.00	150.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/19/2024	B-2610363383	2505--STEM Center USA	5880--Instructional Vendors &	EFT	20136005651	150.00	150.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/16/2024	B-2610363344	6383--ML Tutoring	5880--Instructional Vendors &	EFT	20136005626	150.00	150.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610365050	1001--Universal Martial Arts Center	5880--Instructional Vendors &	EFT	20136005600	145.00	145.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/16/2024	B-2610363411	1761--We Spark Learning	5880--Instructional Vendors &	EFT	102825	144.00	144.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/27/2024	B-2610364230	6178--Sylvia's Design Studio	5880--Instructional Vendors &	EFT	20136005644	140.00	140.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/18/2024	B-2610363374	6526--Rowe Dance Academy	5880--Instructional Vendors &	EFT	20136005657	140.00	140.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363394	1381--United States Karate Organization Inc.	5880--Instructional Vendors &	EFT	102835	139.00	139.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/13/2024	B-2610363334	5586--Master Jin's Sky Martial Arts	5880--Instructional Vendors &	EFT	102817	130.00	130.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/20/2024	B-2610363371	1415--Hong Liang	5880--Instructional Vendors &	EFT	20136005613	120.00	120.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/10/2024	SI-228879	1978--The Logic of English	4100--Textbooks & Core Curricu	EFT	102774	119.90	119.90	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/25/2024	B-2610363330	6236--Letspanish!	5880--Instructional Vendors &	EFT	102815	110.00	110.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/16/2024	B-2610363302	5707--KRM Company LLC	5880--Instructional Vendors &	EFT	102743	93.75	93.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/10/2024	IN-7229	1339--Elemental Science (Elemental Science, Ir	4100--Textbooks & Core Curricu	EFT	102832	92.46	92.46	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/23/2024	B-2610363359	1022--Noonan Family Swim School Murrieta	5880--Instructional Vendors &	EFT	102758	90.00	90.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/17/2024	B-2610363320	2070--Cindi Washam	5880--Instructional Vendors &	EFT	20136005615	90.00	90.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/31/2024	B-2610365019	6312--Boaz Rhythm Center Inc	5880--Instructional Vendors &	EFT	20136005614	78.00	78.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365046	3012--Stars Gymnastics LLC	5880--Instructional Vendors &	EFT	20136005616	73.00	73.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/20/2024	B-2610363391	5886--The Backyard Schoolhouse	5880--Instructional Vendors &	EFT	102771	72.50	72.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/16/2025	12/5/2024	S349463	1208--Singapore Math Inc	4100--Textbooks & Core Curricu	EFT	102797	65.38	65.38	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/5/2024	INV222085	5298--Learning Without Tears	4100--Textbooks & Core Curricu	EFT	102792	52.17	52.17	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/10/2024	21241	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	EFT	102824	51.98	51.98	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/27/2024	B-2610364190	5995--AYCLOGIC Coding Academy for Kids	5880--Instructional Vendors &	EFT	20136005611	50.00	50.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/20/2024	524845-B	2129--Studies Weekly	4310--Materials & Supplies	EFT	102809	43.45	43.45	909--Business Services	2053--Excel Academy Charter School - Warner
1/16/2025	12/31/2024	3107002365	5360--Pitney Bowes Global Financial Services LI	5620--Equipment Leases	EFT	102812	35.00	21.70	912--Administration/Office	2053--Excel Academy Charter School - Warner
				5620--Equipment Leases	EFT	102812	35.00	13.30	912--Administration/Office	2073--Excel Academy Charter School - Helendale
1/16/2025	12/9/2024	208134	2074--Thinkwell Corporation	4100--Textbooks & Core Curricu	EFT	102778	19.95	19.95	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/19/2024	B-2610363410	2127--Waterfront Education	5880--Instructional Vendors &	EFT	20136005666	234.00	234.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/15/2024	B-2610363378	3025--IncludeEducation	5880--Instructional Vendors &	EFT	20136005603	232.00	172.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			3025--IncludeEducation	5880--Instructional Vendors &	EFT	20136005603	232.00	60.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/10/2024	1180821	1148--Institute for Excellence in Writing	4100--Textbooks & Core Curricu	EFT	20136005595	231.64	231.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363328	4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	EFT	102801	225.00	112.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	EFT	102801	225.00	112.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/18/2024	B-2610363357	6525--Next Level Hockey	5880--Instructional Vendors &	EFT	102826	225.00	225.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/28/2024	B-2610364225	6202--Reign Equine Riding	5880--Instructional Vendors &	EFT	20136005655	225.00	225.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/10/2024	302124	1293--Moving Beyond the Page	4100--Textbooks & Core Curricu	EFT	102752	223.65	223.65	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/16/2024	B-2610363375	6541--RSL Aquatics	5880--Instructional Vendors &	EFT	102755	220.00	220.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610364198	4142--Code Ninjas Ladera Ranch	5880--Instructional Vendors &	EFT	102773	219.00	219.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/5/2024	5.32142E+11	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	102787	217.45	217.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/22/2024	B-2610363413	6145--West Coast Services	5880--Instructional Vendors &	EFT	20136005636	210.00	210.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/21/2024	B-2610363370	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	102822	205.00	205.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	S2019589-0125	6628--Irvine Spectrum Portfolio LLC	5610--Facility Rents & Leases	EFT	102770	204.08	77.55	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			6628--Irvine Spectrum Portfolio LLC	5610--Facility Rents & Leases	EFT	102770	204.08	126.53	912--Administration/Office	2053--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	B-2610365051	5581--Victory Aquatics	5880--Instructional Vendors &	EFT	20136005646	200.00	200.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364211	6269--JustPlay OC	5880--Instructional Vendors &	EFT	102833	199.00	199.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/19/2024	B-2610363325	5523--Kumon Huntington Beach South	5880--Instructional Vendors &	EFT	20136005619	195.00	195.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363313	6128--Institute for Educational Advancement	5880--Instructional Vendors &	EFT	102794	194.25	194.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/17/2024	B-2610363315	5890--Jill Sturkie	5880--Instructional Vendors &	EFT	102807	192.00	192.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/29/2024	B-2610364222	3109--Pasadena Music Academy	5880--Instructional Vendors &	EFT	102834	189.00	189.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610364231	1409--To the Pointe Dance Productions	5880--Instructional Vendors &	EFT	20136005645	188.00	188.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	1/1/2025	B-2610365014	2724--Holly A Noble	5880--Instructional Vendors &	EFT	102782	180.00	180.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/19/2024	B-2610363372	1648--Portal Languages Fullerton LLC	5880--Instructional Vendors &	EFT	102786	180.00	180.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/20/2024	B-2610363351	6110--Nancy's Spanish Creative	5880--Instructional Vendors &	EFT	102836	180.00	180.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/28/2024	B-2610364232	4147--Kelsey Mira Slater	5880--Instructional Vendors &	EFT	102818	180.00	180.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/22/2024	B-2610363323	4107--Kim's Korean Class	5880--Instructional Vendors &	EFT	20136005649	180.00	180.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/15/2024	B-2610363377	2880--Signing in the Gap	5880--Instructional Vendors &	EFT	20136005631	175.00	175.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/17/2024	B-2610363306	6348--Gemstone Gymnastics LLC	5880--Instructional Vendors &	EFT	102804	165.50	165.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364206	6315--Ethos Ju Jitsu Incorporated	5880--Instructional Vendors &	EFT	102793	160.00	160.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/26/2024	B-2610363308	6256--Glendora Music and Arts School	5880--Instructional Vendors &	EFT	20136005608	160.00	160.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/20/2024	B-2610363361	5835--Jill Hodges	5880--Instructional Vendors &	EFT	20136005621	150.00	150.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/31/2024	B-2610365031	5674--KC Tutoring	5880--Instructional Vendors &	EFT	20136005625	360.00	360.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	1/2/2025	B-2610365040	2102--Play-Well TEKnologies	5880--Instructional Vendors &	EFT	20136005637	350.00	350.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/3/2025	EX2024.11	5400--Therapy in Action	5100--SpEd Consultants and Ven	EFT	102788	345.00	345.00	OT Services Nov. 24	907--Special Education
1/16/2025	12/30/2024	B-2610364189	6185--Adage Dance Center LLC	5880--Instructional Vendors &	EFT	102789	335.00	335.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/31/2024	B-2610365020	3172--Dancing Keys Music Studio LLC	5880--Instructional Vendors &	EFT	102780	332.50	332.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/31/2024	B-2610365025	4174--FortPiano Music School	5880--Instructional Vendors &	EFT	20136005656	330.00	330.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/5/2024	1132	5551--Homegrown Learners LLC	4100--Textbooks & Core Curricu	EFT	20136005653	330.00	330.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/19/2024	B-2610363331	5495--Little School of Music	5880--Instructional Vendors &	EFT	102754	322.25	322.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	1/2/2025	B-2610365033	2288--Kicks Taekwondo Riverside Inc.	5880--Instructional Vendors &	EFT	102811	300.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364218	3142--Melinda J. Beebe	5880--Instructional Vendors &	EFT	102772	300.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/17/2024	B-2610363319	6455--Kelika Mori Music Studio	5880--Instructional Vendors &	EFT	20136005624	300.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/17/2024	B-2610363409	6134--Virtues Art Academy	5880--Instructional Vendors &	EFT	20136005629	300.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/27/2024	B-2610364197	2391--Christian Classical Conservatory LLC	5880--Instructional Vendors &	EFT	20136005612	300.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/16/2025	12/15/2024	B-2610363326	5529--Lanterns Global LLC	5880--Instructional Vendors &	EFT	102750	299.00	299.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/11/2024	B-2610363415	3212--WriteAtHome, Inc.	5880--Instructional Vendors &	EFT	20136005602	299.00	299.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/20/2024	B-2610363381	4111--Spanish Time 123	5880--Instructional Vendors &	EFT	20136005665	297.50	297.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/23/2024	B-2610363318	6035--Karin Leonard	5880--Instructional Vendors &	EFT	102766	290.00	290.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/18/2024	B-2610363376	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	EFT	102816	288.00	288.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365024	5579--Evolution Swim Academy Rancho Mission	5880--Instructional Vendors &	EFT	20136005604	287.00	287.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	B-2610365021	2232--Deborah Delfs	5880--Instructional Vendors &	EFT	20136005610	280.00	280.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365037	3364--Pacific Ballet Conservatory	5880--Instructional Vendors &	EFT	102740	274.00	274.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/18/2024	B-2610363362	6494--OC Music Shop	5880--Instructional Vendors &	EFT	20136005597	272.00	272.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/7/2024	B-2610363349	6473--Music Speaks Studio LLC	5880--Instructional Vendors &	EFT	102814	270.00	270.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/24/2024	B-2610363327	6244--Leaming Squad OC	5880--Instructional Vendors &	EFT	102802	260.00	260.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365048	1917--The Center Stage Studio	5880--Instructional Vendors &	EFT	102776	257.00	257.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364227	5589--Rock Fitness	5880--Instructional Vendors &	EFT	102775	255.00	255.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363333	5814--Mary Longbottom	5880--Instructional Vendors &	EFT	102751	252.00	252.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/17/2024	B-2610363396	4197--Victoria Knell 4197--Victoria Knell	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102831 102831	250.00 250.00	195.00 55.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/16/2024	B-2610363382	1540--StageLight Performing Arts 1540--StageLight Performing Arts	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005599 20136005599	246.99 246.99	180.99 66.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/5/2024	70369	1224--Oak Meadow Inc	4100--Textbooks & Core Curricu	EFT	102761	234.00	234.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/24/2024	B-2610363389	6234--Sundae Music Group LLC	5880--Instructional Vendors &	EFT	20136005638	578.00	578.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/7/2025 1/7/2025	EX1006 EX1005	6496--Homework Buddy 6496--Homework Buddy	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005623 20136005623	562.50 562.50	247.50 315.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/16/2025	12/18/2024	B-2610363347	6133--Murphy Language Arts LLC	5880--Instructional Vendors &	EFT	102791	561.25	561.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/31/2024	B-2610365053	4121--Wm Tutoring Services 4121--Wm Tutoring Services	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005639 20136005639	560.00 560.00	410.00 150.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610364223	1902--Precision Gymnastics 1902--Precision Gymnastics	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102783 102783	522.00 522.00	348.00 174.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/31/2024	B-2610365027	1304--Intro 2 Skateboarding LLC 1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005640 20136005640	520.00 520.00	300.00 220.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365035	6171--Lucky Duck Swim School	5880--Instructional Vendors &	EFT	102745	514.00	514.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/26/2024	B-2610363369	2372--Outschool 2372--Outschool	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102765 102765	513.00 513.00	359.00 154.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364212	6116--UNITED SELF DEFENSE STUDIOS - Football	5880--Instructional Vendors &	EFT	102744	510.00	510.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363360	1698--Noonan Family Swim School San Diego	5880--Instructional Vendors &	EFT	102746	484.00	484.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365030	6521--Kathleen Grant	5880--Instructional Vendors &	EFT	102810	480.00	480.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/29/2024	B-2610364214	1873--Kvav Mapa of Orange County	5880--Instructional Vendors &	EFT	20136005661	477.00	477.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/27/2024	B-2610364199	3240--Creative Creatures & Co.	5880--Instructional Vendors &	EFT	20136005594	474.25	474.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/26/2024	B-2610363317	3301--Karen J Smith	5880--Instructional Vendors &	EFT	20136005601	472.50	472.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364228	2107--Rockstars of Tomorrow, Inc - Norco	5880--Instructional Vendors &	EFT	102742	465.00	465.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/29/2024	B-2610364188	2022--A Plus In Home Tutors, Inc. dba Firefly T	5880--Instructional Vendors &	EFT	20136005662	450.00	450.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363321	1419--Kick It Up Kidz LLC	5880--Instructional Vendors &	EFT	20136005622	420.00	420.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	1/3/2025	2220	6309--Champions Services Incorporated	5100--SpEd Consultants and Ven	EFT	20136005647	412.50	412.50	APE Services Nov. 24	907--Special Education
1/16/2025	12/28/2024	B-2610364208	5999--Gracie Barra RSM	5880--Instructional Vendors &	EFT	102781	400.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365022	2623--Dexter Creative	5880--Instructional Vendors &	EFT	102823	396.00	396.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363348	3305--Music Maker Inc.	5880--Instructional Vendors &	EFT	20136005663	396.00	396.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/28/2024 12/20/2024	B-2610364216 B-2610363332	6492--Mara Music School 6492--Mara Music School	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005643 20136005643	380.00 380.00	120.00 260.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	14591	5017--Alpha Vision, Inc. 5017--Alpha Vision, Inc.	5940--Technology Services 5940--Technology Services	EFT EFT	102763 102763	379.00 379.00	144.02 234.98	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	11/12/2024	SINW12497	3210--Bright Thinker	4100--Textbooks & Core Curricu	EFT	102830	371.74	371.74	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/19/2024	B-2610363298	2269--Dunamix Dance Project, Inc	5880--Instructional Vendors &	EFT	20136005630	370.00	370.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/27/2024	B-2610364217	5593--Mathnasium of Corona	5880--Instructional Vendors &	EFT	102753	369.00	369.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/10/2024 12/11/2024	634007 634271	1179--Home Science Tools 1179--Home Science Tools	4310--Materials & Supplies 4310--Materials & Supplies	EFT EFT	102790 102790	367.96 367.96	266.50 101.46	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/20/2024	B-2610363307	3004--German School Campus, Inc.	5880--Instructional Vendors &	EFT	20136005635	363.24	363.24	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365023	2956--Evolution Swim Academy Mission Viejo, L	5880--Instructional Vendors &	EFT	20136005664	363.00	363.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363373	1064--Redlands Gymnastics Club	5880--Instructional Vendors &	EFT	20136005617	361.00	361.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/21/2024	B-2610363312	6444--Illuminway Educational Services	5880--Instructional Vendors &	EFT	20136005620	1,120.00	1,120.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	B-2610365028	6490--Jana's Tutoring	5880--Instructional Vendors &	EFT	20136005660	1,114.00	1,114.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/16/2025	12/27/2024	B-2610364229	5487--Southland Ballet Academy	5880--Instructional Vendors &	EFT	102784	1,111.00	1,111.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/18/2024	B-2610363324	6497--Kristen Reid Tutoring	5880--Instructional Vendors &	EFT	102819	1,025.00	1,025.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/31/2024	B-2610365015	6616--Altitude Fitness	5880--Instructional Vendors &	EFT	102813	1,020.00	1,020.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/26/2024	B-2610363311	6173--I Can Academy OC	5880--Instructional Vendors &	EFT	102829	1,000.00	1,000.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/27/2024	B-2610364224	6284--RDM Tennis Coaching	5880--Instructional Vendors &	EFT	2013600560	1,000.00	1,000.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/20/2024	101904	6569--Braille Abilities LLC	5100--SpEd Consultants and Ven	EFT	102796	975.15	975.15	O&M Services Nov 24 (Low Incd	907--Special Education
1/16/2025	12/23/2024	B-2610363297	6135--Drawn2Art Sherman Oaks	5880--Instructional Vendors &	EFT	102762	930.00	930.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/23/2024	1903191724	5664--Infinity Kids Corporation	5100--SpEd Consultants and Ven	EFT	102749	929.50	929.50	PT Services Nov. 24	907--Special Education
1/16/2025	12/20/2024	B-2610363379	6036--Sokol Gymnastics LLC	5880--Instructional Vendors &	EFT	102748	925.00	645.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	1/1/2025	B-2610365026	2174--Gracie Barra Corona	5880--Instructional Vendors &	EFT	102748	925.00	280.00	910--Instructional Funds	2073--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	B-2610365026	2174--Gracie Barra Corona	5880--Instructional Vendors &	EFT	102795	924.00	924.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/1/2024	B-2610271198	6150--Art Studio Pillar	5880--Instructional Vendors &	EFT	2013600567	900.00	600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/27/2024	B-2610304708	6150--Art Studio Pillar	5880--Instructional Vendors &	EFT	2013600567	900.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/22/2024	B-2610363368	v3093--One Jiu Jitsu and Fitness	5880--Instructional Vendors &	EFT	2013600563	885.00	885.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/29/2024	B-2610364191	4153--Beach Tutors	5880--Instructional Vendors &	EFT	102767	845.00	765.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/29/2024	B-2610364191	4153--Beach Tutors	5880--Instructional Vendors &	EFT	102767	845.00	80.00	910--Instructional Funds	2073--Excel Academy Charter School - Warner
1/16/2025	12/28/2024	B-2610364226	6051--Riffs Music	5880--Instructional Vendors &	EFT	20136005627	840.00	840.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/19/2024	B-2610363388	v3125--Strategic Kids LLC	5880--Instructional Vendors &	EFT	102764	822.60	822.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363346	6024--Monica L. Silvey	5880--Instructional Vendors &	EFT	20136005652	812.00	812.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/22/2024	B-2610363380	2583--Spanish Advantage de Sra Gamer	5880--Instructional Vendors &	EFT	20136005596	800.00	600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/22/2024	B-2610363380	2583--Spanish Advantage de Sra Gamer	5880--Instructional Vendors &	EFT	20136005596	800.00	200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610365042	6215--San Clemente Gymnastics Club	5880--Instructional Vendors &	EFT	102828	798.00	798.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610365049	6014--TOCA Soccer	5880--Instructional Vendors &	EFT	102785	795.00	466.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610365049	6014--TOCA Soccer	5880--Instructional Vendors &	EFT	102785	795.00	329.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	B-2610364207	2572--Focus Dance Center	5880--Instructional Vendors &	EFT	102803	783.00	783.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/27/2024	B-2610364215	6474--Ladera Ranch Violin Studio	5880--Instructional Vendors &	EFT	102799	760.00	760.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/20/2024	B-2610363310	1971--Abby Zabzy LLC DBA Home School Coac	5880--Instructional Vendors &	EFT	20136005609	742.00	742.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/29/2024	B-2610364219	2877--Nataly Jewel	5880--Instructional Vendors &	EFT	20136005634	736.25	736.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610364220	6159--Nino's Art Studio	5880--Instructional Vendors &	EFT	102768	700.00	140.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/26/2024	B-2610363358	6159--Nino's Art Studio	5880--Instructional Vendors &	EFT	102768	700.00	560.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/23/2024	B-2610363392	v16222--The Claremont Club	5880--Instructional Vendors &	EFT	102741	664.21	664.21	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/13/2024	B-2610363309	3261--High School Math Live, LLC	5880--Instructional Vendors &	EFT	102777	650.00	650.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/18/2024	B-2610363395	5875--Valley Wide Elite Gymnastics	5880--Instructional Vendors &	EFT	20136005654	610.50	610.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/3/2024	5575	5556--Small Talk OC	5100--SpEd Consultants and Ven	EFT	102760	607.50	607.50	Speech Services Dec. 24	907--Special Education
1/16/2025	11/20/2024	11W44-TXCN-31RX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	62.48	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/1/2024	139W-JYGF-9VWP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	122.10	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/11/2024	11WW-WGWS-L7L4	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136005593	12,099.54	16.57	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/22/2024	LGM-G944-11WH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	14.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/4/2024	11VG-H17H-LWJN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	14.13	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/4/2024	11VG-H17H-LWJN	1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materie	EFT	20136005593	12,099.54	10.72	907--Special Education	2053--Excel Academy Charter School - Helendale
1/16/2025	12/4/2024	11VG-H17H-LWJN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	17.49	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/21/2024	11WR-CLCT-3MKK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	81.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/23/2024	11XG-3FMM-97PK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	90.19	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/25/2024	11YJ-YVWW-1P9D	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136005593	12,099.54	467.85	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	11/26/2024	11XP3-TCTC-NN3J	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136005593	12,099.54	36.49	912--Administration/Office	2053--Excel Academy Charter School - Warner
1/16/2025	11/25/2024	11TT-OFDW-730G	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136005593	12,099.54	59.54	915--Technology	2053--Excel Academy Charter School - Warner
1/16/2025	11/21/2024	11VQ-CCL7-CPXQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	10.01	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/21/2024	11HD-LVPR-HHPH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	6.14	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/27/2024	11WW-MRKS-3Y74	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	116.90	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/24/2024	11VP-6JKV-HHPK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	202.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/7/2024	11TH-WN3V-PL8T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	23.87	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/5/2024	11LP-9V7F-W7LK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	14.22	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/25/2024	11GK-NMR6-QMWW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	9.58	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/23/2024	119Z-Q093-CL8K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	14.51	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	11/21/2024	119E-QMGM-YJWQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	9.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/2/2024	11ML-CVAV-IY7L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	69.36	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/20/2024	11VC-P1LC-41LC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	20.89	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/5/2024	11DQ-JFJM-14HY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	61.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/26/2024	119D-NRKY-79K9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	51.92	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/5/2024	11FC-HR0K-Y184	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	54.41	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/4/2024	11HF-PTGI-LE0M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	140.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/29/2024	11FD-YWVF-H9HD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	157.20	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/7/2024	11FQ-7JLP-P6MX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	26.96	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/23/2024	11WQ-W3TD-99WY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	65.10	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	11/23/2024	11Y6-NRKY-9199	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	105.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/1/2024	11LN-LCGL-NW91	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	19.67	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/23/2024	11PD-VYJK-7XK6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	214.67	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/20/2024	11TR-DRF6-19CJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	10.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/23/2024	11FD-YVWV-CLM1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	21.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/27/2024	119V-PKWA-1T37	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	81.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/22/2024	119S-DRFV-XGTF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	193.93	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/3/2024	11G7-WH0N-4DHG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	74.34	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	11/24/2024	119J-V9GR-HK1Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	256.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	11/24/2024	119E-WL8P-KH1L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136005593	12,099.54	43.62	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	11/21/2024	116L-11KT-K0QY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT					

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

		3278--Jooblo, LLC	5880--Instructional Vendors &	EFT	102798	6,111.25	4,007.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	B-2610365018 v3054--Ascent Institute for Youth Skills Develo v3054--Ascent Institute for Youth Skills Develo	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005668 20136005668	5,802.50 5,802.50	1,925.00 3,877.50	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	B-2610365017 6254--Art of Jiu Jitsu Costa Mesa 6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005669 20136005669	5,400.00 5,400.00	1,000.00 4,400.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	1/1/2025	B-2610365036 4137--Olive Tree Education 4137--Olive Tree Education	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102838 102838	5,375.00 5,375.00	2,662.50 2,712.50	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/30/2024	16689 5208--Hatch & Cesario, Attorneys-at-Law 5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal 5810--Legal	EFT EFT	102800 102800	4,089.00 4,089.00	2,102.73 1,288.77	912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	12/30/2024	16686 5208--Hatch & Cesario, Attorneys-at-Law 5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal 5810--Legal	EFT EFT	102800 102800	4,089.00 4,089.00	209.25 128.25	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Helendale
	12/30/2024	16687 5208--Hatch & Cesario, Attorneys-at-Law 5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal 5810--Legal	EFT EFT	102800 102800	4,089.00 4,089.00	223.20 136.80	912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/31/2024	B-2610365044 1027--Science-2-U 1027--Science-2-U	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102756 102756	3,272.75 3,272.75	72.00 1,510.50	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
	12/31/2024	B-2610365045 1027--Science-2-U 1027--Science-2-U	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102756 102756	3,272.75 3,272.75	1,072.75 617.50	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/18/2024	B-2610363393 6321--The Red Apple Project	5880--Instructional Vendors &	EFT	102747	3,016.44	3,016.44	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/30/2024	B-2610365038 v3083--Pamassus Preparatory Academy	5880--Instructional Vendors &	EFT	20136005648	2,375.00	2,375.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/28/2024	B-2610364200 5654--Denise Williams 5654--Denise Williams	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005659 20136005659	2,291.00 2,291.00	325.00 1,966.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/31/2024	B-2610365016 2577--Amanda Leigh Holiday 2577--Amanda Leigh Holiday	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005628 20136005628	2,242.50 2,242.50	60.00 2,182.50	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/16/2024	1139033 1201--Rainbow Resource Center, Inc 1139031 1201--Rainbow Resource Center, Inc	4310--Materials & Supplies 4100--Textbooks & Core Curricu	EFT EFT	20136005642 20136005642	2,064.40 2,064.40	494.39 32.53	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
	12/18/2024	1147611 1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005642	2,064.40	408.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2024	1138839 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	239.18	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2024	1138929 1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005642	2,064.40	174.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/18/2024	1145072 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	58.05	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	1139024 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	82.11	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/16/2024	1138946 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	142.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	1/2/2025	1046341 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	70.53	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	12/16/2024	1138837 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	189.95	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/18/2024	1142699 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	183.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	1142667 1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005642	2,064.40	43.87	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	12/16/2024	1138840 1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005642	2,064.40	68.62	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/25/2024	B-2610363305 5936--Flow Academy Jiu Jitsu 5936--Flow Academy Jiu Jitsu	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005605 20136005605	2,035.00 2,035.00	185.00 1,850.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	1/6/2025	10 6065--Carly Stone 6065--Carly Stone	5841--Community Marketing 5841--Community Marketing	EFT EFT	20136005632 20136005632	2,000.00 2,000.00	760.00 1,240.00	913--Marketing 913--Marketing	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/31/2024	B-2610365052 1023--WM Music Lessons 1023--WM Music Lessons	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005667 20136005667	1,935.00 1,935.00	120.00 640.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Warner
	12/20/2024	B-2610363414 1033--WM Music Lessons 1033--WM Music Lessons	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005667 20136005667	1,935.00 1,935.00	605.00 570.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/18/2024	B-2610363350 3308--My Learning Studio 3308--My Learning Studio	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005606 20136005606	1,624.99 1,624.99	559.99 1,065.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/20/2024	B-2610363335 2244--Miss Crady the Math Lady 2244--Miss Crady the Math Lady	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005658 20136005658	1,446.25 1,446.25	318.75 1,127.50	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/26/2024	B-2610363352 3005--New California Conservatory of Music	5880--Instructional Vendors &	EFT	20136005641	1,410.00	1,410.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/21/2024	B-2610363345 1550--Monica D Basurto	5880--Instructional Vendors &	EFT	102769	1,400.00	1,400.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/16/2025	12/20/2024	B-2610363299 1376--EMH Sports USA, Inc. 1376--EMH Sports USA, Inc.	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102805 102805	1,280.00 1,280.00	360.00 920.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/16/2025	12/19/2024	B-2610363363 v3076--On Pointe Productions LLC v3076--On Pointe Productions LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005618 20136005618	1,270.00 1,270.00	265.00 1,005.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/19/2024	B-2610363390 6182--Sweetwater Farms	5880--Instructional Vendors &	EFT	102779	1,265.00	1,265.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	1/2/2025	9965186 5694--Aquarium of the Pacific 5694--Aquarium of the Pacific 5694--Aquarium of the Pacific 5694--Aquarium of the Pacific	5841--Community Marketing 5841--Community Marketing 5835--Field Trips 5835--Field Trips	EFT EFT EFT EFT	102808 102808 102808 102808	1,209.00 1,209.00 1,209.00 1,209.00	3.42 5.58 588.00 612.00	913--Marketing 913--Marketing 910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/17/2024	B-2610363412 5764--West Coast Krav Mapa Wildomar, Inc.	5880--Instructional Vendors &	EFT	102821	1,145.00	1,145.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/16/2025	12/28/2024	6102292033 5421--Verizon Wireless 5421--Verizon Wireless	5910--Telephone 5910--Telephone	EFT EFT	102820 102820	865.08 865.08	328.73 536.35	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	12/8/2024	5359-120824 5359--Pitney Bowes 5359--Pitney Bowes	5930--Postage 5930--Postage	EFT EFT	20136005598 20136005598	200.00 200.00	76.00 124.00	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/16/2025	1/4/2025	00002E01V5015 1649--UPS 1649--UPS	5930--Postage 5930--Postage	EFT EFT	102806 102806	96.67 96.67	36.73 59.94	912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/18/2025	10/31/2024	B-2610271240 2506--Draw2Art Claremont Inc. 2506--Draw2Art Claremont Inc.	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	Voided - 102336 Voided - 102336	-588.00 -588.00	-428.00 -160.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/23/2025	1/23/2025	5088-123124 5088--California Department of Tax and Fee Adi 5088--California Department of Tax and Fee Adi	5860--Service Fees 5860--Service Fees	EFT EFT		1,283.00 1,283.00	487.54 795.46	Acct # 042-168966 -- Conf 0-D-0 Acct # 042-168966 -- Conf 0-D-0	909--Business Services 909--Business Services
1/23/2025	1/23/2025	Voided-5088-168966-123124 5088--California Department of Tax and Fee Adi 5088--California Department of Tax and Fee Adi	5860--Service Fees 5860--Service Fees	EFT EFT		-1,283.00 -1,283.00	-487.54 -795.46	Acct # 042-168966 -- Conf 0-D-0 Acct # 042-168966 -- Conf 0-D-0	900--Operations 900--Operations
1/23/2025	1/23/2025	5088-168966-123124 5088--California Department of Tax and Fee Adi 5088--California Department of Tax and Fee Adi	5860--Service Fees 5860--Service Fees	EFT EFT		1,283.00 1,283.00	487.54 795.46	Acct # 042-168966 -- Conf 0-D-0 Acct # 042-168966 -- Conf 0-D-0	900--Operations 900--Operations
1/23/2025	11/2/2024	B-2610275995 v3067--K2 Studios, LLC v3067--K2 Studios, LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	Voided - 102199 Voided - 102199	-3,580.00 -3,580.00	-1,395.00 -2,185.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/24/2025	12/1/2024	B-2610305146 v3029--South OC Hybrid Homeschool	5880--Instructional Vendors &	EFT	Voided - 102522	-454.00	-454.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/25/2025	1/25/2025	5696-012525 5696--JP Morgan Chase Bank NA 5696--JP Morgan Chase Bank NA	9502--Purchase Card - Chase 9502--Purchase Card - Chase	EFT EFT		4,248.19 4,248.19	1,614.32 2,633.87	Chase Purchase Card 12.01.24-12.31.24 Chase Purchase Card 12.01.24-12.31.24	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/25/2025	1/25/2025	5289-012525 5289--Larry Alvarado	5800--Professional Services -	EFT		650.00	403.00	Board Stipend - 01.01.25-01.31. 911--Executive Administration	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

		5289--Larry Alvarado	5800--Professional Services -	EFT		650.00	247.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2073--Excel Academy Charter School -	Helendale	
1/25/2025	1/25/2025	5342-012525	5342--Michael Humphrey	5800--Professional Services -	EFT	650.00	247.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2073--Excel Academy Charter School -	Helendale	
		5342--Michael Humphrey	5800--Professional Services -	EFT		650.00	403.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2053--Excel Academy Charter School -	Warner	
1/25/2025	1/25/2025	5390-012525	5390--Susan Houle	5800--Professional Services -	EFT	650.00	247.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2073--Excel Academy Charter School -	Helendale	
		5390--Susan Houle	5800--Professional Services -	EFT		650.00	403.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2053--Excel Academy Charter School -	Warner	
1/25/2025	1/25/2025	5386-012525	5386--Steve Fraire	5800--Professional Services -	EFT	650.00	247.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2073--Excel Academy Charter School -	Helendale	
		5386--Steve Fraire	5800--Professional Services -	EFT		650.00	403.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2053--Excel Academy Charter School -	Warner	
1/25/2025	1/25/2025	5427-012525	5427--William Hall	5800--Professional Services -	EFT	650.00	403.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2053--Excel Academy Charter School -	Warner	
		5427--William Hall	5800--Professional Services -	EFT		650.00	247.00	Board Stipend - 01.01.25-01.31.	911--Executive Administration	2073--Excel Academy Charter School -	Helendale	
1/27/2025	12/9/2024	526506	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	102847	129.85	43.05	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
	12/16/2024	526641	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	102847	129.85	43.05	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
	1/2/2025	526962	2129--Studies Weekly	4100--Textbooks & Core Curricu	EFT	102847	129.85	43.75	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale	
1/27/2025	12/18/2024	61105	1211--Teaching Textbooks	4100--Textbooks & Core Curricu	EFT	102945	128.18	69.23	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
	12/18/2024	61034	1211--Teaching Textbooks	4100--Textbooks & Core Curricu	EFT	102945	128.18	58.95	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
1/27/2025	12/18/2024	200998	3031--Essentials in Writing	4100--Textbooks & Core Curricu	EFT	102886	127.30	127.30	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
1/27/2025	12/27/2024	169	5302--Little Ears Therapy Center	5100--SpEd Consultants and Ven	EFT	102865	120.00	120.00	Speech Service Dec. 24	907--Special Education	2073--Excel Academy Charter School -	Helendale
1/27/2025	1/7/2025	B-2610372178	1874--South County Dance Inc.	5880--Instructional Vendors &	EFT	102961	115.00	115.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/10/2025	B-2610394555	6598--Erica Seale	5880--Instructional Vendors &	EFT	102899	115.00	115.00		910--Instructional Funds	2053--Excel Academy Charter School -	Helendale
1/27/2025	12/18/2024	287445079	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	102923	110.71	15.20	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale	
	12/18/2024	287445319	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	102923	110.71	15.36	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale	
	12/18/2024	287448008	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	102923	110.71	79.95	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
1/27/2025	1/13/2025	B-2610394575	6146--Mad Dog Math - Daisy Short	5880--Instructional Vendors &	EFT	102943	95.00	95.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/17/2024	4605316	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	102916	88.74	57.42	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
	12/17/2024	4605317	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	102916	88.74	31.32	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale	
1/27/2025	12/20/2024	6.82876E+11	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	102848	85.89	85.89		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/19/2024	21288	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	EFT	102893	85.08	85.08		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/12/2025	B-2610394598	6163--One World Many Views - Discover Art	5880--Instructional Vendors &	EFT	102874	75.00	75.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/6/2025	B-2610372039	6475--Alexis Larsen Learning Lighthouse	5880--Instructional Vendors &	EFT	102926	71.25	71.25		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/31/2024	18605	5060--Beyond Blindness	5100--SpEd Consultants and Ven	EFT	102846	67.85	67.85		907--Special Education	2053--Excel Academy Charter School -	Warner
1/27/2025	12/17/2024	INVIS1052	1350--DriversEd.Com	4100--Textbooks & Core Curricu	EFT	102958	63.57	63.57		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/17/2024	SI-229308	1978--The Logic of English	4100--Textbooks & Core Curricu	EFT	102860	59.53	29.84	910--Instructional Funds	2053--Excel Academy Charter School -	Warner	
	12/17/2024	SI-229292	1978--The Logic of English	4100--Textbooks & Core Curricu	EFT	102860	59.53	29.69	910--Instructional Funds	2073--Excel Academy Charter School -	Helendale	
1/27/2025	12/17/2024	128763	1303--Royal Fireworks Press	4100--Textbooks & Core Curricu	EFT	102949	50.50	50.50		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	1/3/2025	140-INV8050	5368--School Pathways, LLC	5830--Non-Instructional Softwa	EFT	102852	46.41	46.41		912--Administration/Office	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/17/2024	INV25-00311	6518--School and College Legal Services of Cali	5895--Professional Development	EFT	102867	45.00	27.90	907--Special Education	2053--Excel Academy Charter School -	Warner	
			6518--School and College Legal Services of Cali	5895--Professional Development	EFT	102867	45.00	17.10	907--Special Education	2073--Excel Academy Charter School -	Helendale	
1/27/2025	12/10/2024	IN-7228	1339--Elemental Science (Elemental Science, Ir	4100--Textbooks & Core Curricu	EFT	102909	34.49	34.49		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	8/10/2024	7028842810	1196--Savvas Learning Company LLC	4100--Textbooks & Core Curricu	EFT	102883	28.02	28.02		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/16/2024	2610278537	2842--TME for Kids	4100--Textbooks & Core Curricu	EFT	102878	19.95	19.95		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/12/2024	DIR11579343	5417--Educational Development Corporation	4310--Materials & Supplies	EFT	102969	283.35	283.35		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/10/2024	INV59835	2932--Ozobot	4100--Textbooks & Core Curricu	EFT	102939	281.14	281.14		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	1/5/2025	B-2610372170	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	EFT	102898	280.75	280.75		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/9/2025	B-2610394542	6037--Aesthetic Climbing Gm, LLC	5880--Instructional Vendors &	EFT	102952	275.00	275.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/13/2024	13299	5051--Outside the Box Creations LLC	4100--Textbooks & Core Curricu	EFT	102978	266.70	266.70		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/6/2025	B-2610372199	5902--Waterworks Swim School Diamond Bar	5880--Instructional Vendors &	EFT	102897	266.32	266.32		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/20/2024	6.873E+13	5601--Atkinson, Andelson, Loya, Raud & Romo	5895--Professional Development	EFT	102849	259.00	160.58	Leah Vides	907--Special Education	2053--Excel Academy Charter School -	Warner
		5601--Atkinson, Andelson, Loya, Raud & Romo	5895--Professional Development	EFT	102849	259.00	98.42	98.42	Leah Vides	907--Special Education	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/19/2024	135306	4223--Think Outside LLC	4100--Textbooks & Core Curricu	EFT	102912	258.00	258.00		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/10/2024	8901	1260--McRuffy Press LLC	4100--Textbooks & Core Curricu	EFT	102948	252.89	252.89		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/9/2025	B-2610394549	6482--Champion Rhythmics	5880--Instructional Vendors &	EFT	102864	250.00	250.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/13/2024	39463	6516--Subscription Box Kids	4100--Textbooks & Core Curricu	EFT	102854	241.95	241.95		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/8/2025	B-2610394547	5684--Caique Jiu Jitsu Walnut Academy	5880--Instructional Vendors &	EFT	102933	240.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	12/11/2024	925516	5016--All About Learning Press, Inc	4100--Textbooks & Core Curricu	EFT	102872	234.64	234.64		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/8/2025	B-2610394576	6431--Mary Resenbeck	5880--Instructional Vendors &	EFT	102975	225.00	225.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/8/2025	B-2610394559	2113--Alison Maitlen	5880--Instructional Vendors &	EFT	102930	225.00	225.00		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale
1/27/2025	1/9/2025	B-2610394602	6285--Ovation School for the Performing Arts	5880--Instructional Vendors &	EFT	102953	225.00	225.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/8/2025	B-2610394603	5571--PAVE School of the Arts	5880--Instructional Vendors &	EFT	102938	220.00	220.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/9/2025	B-2610394554	6602--Drawn2Art Encino	5880--Instructional Vendors &	EFT	102936	206.00	206.00		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/6/2024	7084	v3105--eat2explore, Inc.	4310--Materials & Supplies	EFT	102973	204.90	204.90		910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/4/2024	B-2610310213	6128--Institute for Educational Advancement	5880--Instructional Vendors &	EFT	102914	194.25	194.25		910--Instructional Funds	2073--Excel Academy Charter School -	Helendale

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1/27/2025	1/6/2025	B-2610372198	6143--Waterworks Swim School Chino Hills	5880--Instructional Vendors &	EFT	102895	186.45	186.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/3/2025	B-2610372159	5514--Pleasant Street Stable	5880--Instructional Vendors &	EFT	102879	180.00	180.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	12/31/2024	2412	6310--Growing Healthy Children Therapy Services	5100--SpEd Consultants and Ven	EFT	102850	176.25	176.25	OT Services Dec. 24	907--Special Education
1/27/2025	12/11/2024	4409998	5059--Blick Art Material	4310--Materials & Supplies	EFT	102856	166.82	166.82	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/18/2024	4475691	5059--Blick Art Material	4310--Materials & Supplies	EFT	102856	166.82	84.06	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/2/2025	B-2610372069	1694--Beaumont Music Centre	5880--Instructional Vendors &	EFT	102904	165.00	165.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/3/2025	B-2610372203	2092--World Elite Gymnastics	5880--Instructional Vendors &	EFT	102911	164.60	164.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	INV-05418-A	5776--Aboum Translation Service	5800--Professional Services -	EFT	102962	150.00	93.00	908--Intervention/T/Te 1	2053--Excel Academy Charter School - Warner
1/27/2025	1/2/2025	B-2610372075	2199--Burbank Music Academy	5880--Instructional Vendors &	EFT	102924	135.00	135.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	12/22/2024	5933	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	102951	131.85	87.90	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/22/2024	5932	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	102951	131.85	43.95	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/4/2024	B-2610310269	6276--Sprout and Blossom	5880--Instructional Vendors &	EFT	102875	130.00	130.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/2/2025	B-2610372085	1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	102934	345.00	230.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/11/2024	12708519	6317--Llantas Spanish	4100--Textbooks & Core Curricu	EFT	20136005693	344.41	344.41	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/7/2025	B-2610372103	2361--Foothill Creative Arts Group	5880--Instructional Vendors &	EFT	102842	336.00	336.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/2/2025	B-2610372139	5586--Master Jin's Sky Martial Arts	5880--Instructional Vendors &	EFT	102932	330.00	330.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/3/2024	B-2610310258	6541--RSL Aquatics	5880--Instructional Vendors &	EFT	102889	330.00	330.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	12/17/2024	121720241	5469--Let's Bake Baking Kits	4100--Textbooks & Core Curricu	EFT	102887	322.33	322.33	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/8/2025	B-2610394557	6498--Gimre Speaks	5880--Instructional Vendors &	EFT	102928	300.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/10/2025	B-2610394541	3084--123 Rock School of Music	5880--Instructional Vendors &	EFT	102907	300.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/6/2025	B-2610372108	1854--Firestorm Freerunning Ultra LLC	5880--Instructional Vendors &	EFT	102922	300.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/7/2025	B-2610372007	5808--A Creative Leamer	5880--Instructional Vendors &	EFT	20136005697	295.00	295.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/7/2025	B-2610394568	6458--Kitoodle Creators (Services)	5880--Instructional Vendors &	EFT	102903	290.00	290.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	9/25/2024	8229815	1771--TimeLearning.com	4100--Textbooks & Core Curricu	EFT	20136005715	239.60	239.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/15/2025	B-2610403484	6463--Ketrá Boren -Friendschool LLC	5880--Instructional Vendors &	EFT	20136005713	225.00	225.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/5/2025	B-2610372112	6111--Freedom in Motion Loma Linda	5880--Instructional Vendors &	EFT	20136005719	210.00	210.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/3/2024	B-2610310276	6145--West Coast Services	5880--Instructional Vendors &	EFT	20136005694	210.00	210.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372115	1866--Giordano's ATA Martial Arts	5880--Instructional Vendors &	EFT	20136005729	200.00	200.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/13/2024	IN-000099638	1312--Little Passports Inc.	4100--Textbooks & Core Curricu	EFT	20136005691	189.23	189.23	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/5/2025	B-2610372122	1988--Joe Ferrante Music Academy	5880--Instructional Vendors &	EFT	20136005690	156.00	156.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/7/2025	B-2610394595	6507--Mountain City Music Company	5880--Instructional Vendors &	EFT	20136005710	150.00	150.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/2/2025	B-2610372167	2147--Rebecca Scott	5880--Instructional Vendors &	EFT	20136005672	148.75	148.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/11/2024	INV2313959	1321--Art of Problem Solving	4100--Textbooks & Core Curricu	EFT	20136005696	143.46	143.46	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/5/2025	B-2610372058	6459--Archofacts Archaeology	5880--Instructional Vendors &	EFT	20136005687	136.00	136.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/14/2025	B-2610403488	1586--Wittenburg Door	5880--Instructional Vendors &	EFT	20136005722	118.75	118.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/19/2024	196362	6008--OYLA Magazine	4100--Textbooks & Core Curricu	EFT	20136005678	115.51	115.51	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/7/2025	B-2610372142	6488--Mathnasium of Foothill Ranch	5880--Instructional Vendors &	EFT	20136005692	112.00	112.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/16/2024	INV-BelAU-6769	5058--Blake eLearning Pty Ltd	4100--Textbooks & Core Curricu	EFT	20136005698	99.99	99.99	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/2/2025	B-2610372136	5484--Learning with Laurel	5880--Instructional Vendors &	EFT	20136005674	73.75	73.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/13/2025	B-2610394552	5520--Creative Academy Tutoring Center	5880--Instructional Vendors &	EFT	20136005705	65.00	65.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/8/2025	B-2610394553	6543--Dancing Images Dance Center, Inc.	5880--Instructional Vendors &	EFT	102947	500.00	500.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/4/2025	B-2610372166	6357--Qualtee Reps	5880--Instructional Vendors &	EFT	102925	500.00	500.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/1/2025	B-2610365041	6038--San Clemente Dance & Performing Arts C	5880--Instructional Vendors &	EFT	20136005708	500.00	500.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372117	5686--Huntington Learning Center	5880--Instructional Vendors &	EFT	20136005701	499.80	499.80	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/6/2025	B-2610372088	6522--California School of Classical Ballet	5880--Instructional Vendors &	EFT	102900	495.00	495.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/5/2025	B-2610372045	6485--Alkawthar Learning Center	5880--Instructional Vendors &	EFT	102964	480.00	480.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/4/2024	B-2610310201	v3089--B & B Music School	5880--Instructional Vendors &	EFT	102956	480.00	240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/4/2025	B-2610372066	v3089--B & B Music School	5880--Instructional Vendors &	EFT	102956	480.00	240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/3/2025	B-2610372192	2959--Victory Tae Kwon Do USA	5880--Instructional Vendors &	EFT	20136005711	480.00	480.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/8/2025	B-2610394570	2021--Lif Chef School	5880--Instructional Vendors &	EFT	20136005686	479.00	479.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/3/2024	B-2610310226	1954--Joyful Music and Arts	5880--Instructional Vendors &	EFT	20136005707	467.50	317.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/7/2025	B-2610394563	1954--Joyful Music and Arts	5880--Instructional Vendors &	EFT	20136005707	467.50	150.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	12/16/2024	3029	3036--BioBox Labs LLC	4100--Textbooks & Core Curricu	EFT	102957	465.48	465.48	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/5/2025	B-2610372024	6517--Academy of Music & Arts Murrieta and M	5880--Instructional Vendors &	EFT	102921	460.00	460.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/27/2025	12/1/2024	B-2610305146	v3029--South OC Hybrid Homeschool	5880--Instructional Vendors &	EFT	102965	454.00	454.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372157	6152--Pakua, LLC	5880--Instructional Vendors &	EFT	102876	449.00	449.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372173	5548--Sektor Jiu-Jitsu 5548--Sektor Jiu-Jitsu	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102946 102946	445.00 445.00	290.00 155.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	12/9/2024 1/4/2025	B-2610362868 B-2610372153	6542--New Breed Martial Arts 6542--New Breed Martial Arts	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005688 20136005688	438.00 438.00	219.00 219.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/27/2025	1/8/2025	B-2610394604	6319--Peter Brown Piano Studio	5880--Instructional Vendors &	EFT	102905	420.00	420.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/5/2025	B-2610372150	3401--Christina Choate	5880--Instructional Vendors &	EFT	20136005681	420.00	420.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/2/2025	B-2610372065	6150--Art Studio Pillar	5880--Instructional Vendors &	EFT	20136005679	410.00	410.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/3/2025	B-2610372147	5844--Miss Candice's Dance Center	5880--Instructional Vendors &	EFT	20136005727	402.00	402.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372169	6503--Riding in Riverside - Lea Arenas	5880--Instructional Vendors &	EFT	20136005675	400.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372194	2144--Waterworks Aquatics Pasadena	5880--Instructional Vendors &	EFT	102881	398.33	398.33	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/7/2025	B-2610394545	6339--Brandy Caler	5880--Instructional Vendors &	EFT	20136005695	395.32	395.32	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/15/2025	103103	6416--Scoot Education Inc. 6416--Scoot Education Inc.	1130--Substitute Teacher Compe 1130--Substitute Teacher Compe	EFT EFT	20136005685 20136005685	394.00 394.00	244.28 149.72	918--Virtual Education 918--Virtual Education	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	1/6/2025	B-2610372201	5919--Waterworks Swim School La Habra	5880--Instructional Vendors &	EFT	102959	393.28	393.28	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/8/2025	B-2610394622	5682--The Art House	5880--Instructional Vendors &	EFT	102892	390.00	390.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	12/18/2024 12/18/2024 12/17/2024 12/16/2024 12/17/2024 12/18/2024 12/20/2024 12/18/2024	S350698 S350681 S350655 S350559 S350654 S350696 S350925 S350746	1208--Singapore Math Inc 1208--Singapore Math Inc 1208--Singapore Math Inc 1208--Singapore Math Inc 1208--Singapore Math Inc 1208--Singapore Math Inc 1208--Singapore Math Inc 1208--Singapore Math Inc	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT EFT EFT EFT EFT EFT EFT	102918 102918 102918 102918 102918 102918 102918 102918	379.68 379.68 379.68 379.68 379.68 379.68 379.68 379.68	45.66 44.74 45.46 30.34 45.46 16.64 95.49 55.89	910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
1/27/2025	12/23/2024 12/26/2024	KH9010186 KH9010242	6136--Klett World Languages, Inc. 6136--Klett World Languages, Inc.	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT	102963 102963	377.24 377.24	175.68 201.56	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/27/2025	1/13/2025	B-2610394594	6604--McMillan Music	5880--Instructional Vendors &	EFT	102866	360.00	360.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/3/2024 1/2/2025	B-2610310202 B-2610372097	6122--Christina O'Herin 6122--Christina O'Herin	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005671 20136005671	360.00 360.00	240.00 120.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/27/2025	1/15/2025	B-2610403486	2507--Protege Education	5880--Instructional Vendors &	EFT	20136005704	677.01	677.01	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/3/2025	B-2610372187	5702--The Coder School Mission Viejo	5880--Instructional Vendors &	EFT	102868	669.60	669.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/11/2024 12/20/2024 12/16/2024 12/10/2024	302139 302271 302217 302110	1293--Moving Beyond the Page 1293--Moving Beyond the Page 1293--Moving Beyond the Page 1293--Moving Beyond the Page	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT EFT EFT	102871 102871 102871 102871	653.03 653.03 653.03 653.03	365.57 138.66 53.63 95.17	910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale 2073--Excel Academy Charter School - Helendale
1/27/2025	1/6/2025	B-2610372174	6469--Sheryl A. Perez	5880--Instructional Vendors &	EFT	102955	650.00	650.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/19/2024	EXCE121824	5944--Raddish Kids 5944--Raddish Kids	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT	102967 102967	645.21 645.21	477.44 167.77	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	12/21/2024 12/21/2024 12/21/2024 12/21/2024	I100455 I100451 I100452 I100449	1391--MoxieBox Art, Inc. 1391--MoxieBox Art, Inc. 1391--MoxieBox Art, Inc. 1391--MoxieBox Art, Inc.	4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies	EFT EFT EFT EFT	102954 102954 102954 102954	643.31 643.31 643.31 643.31	138.75 188.29 182.91 133.36	910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner
1/27/2025	1/2/2025	B-2610372137	1253--LVE Online Math	5880--Instructional Vendors &	EFT	102906	640.00	640.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/10/2025	B-2610394565	4177--Kings MMA Anaheim LLC	5880--Instructional Vendors &	EFT	20136005683	640.00	640.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/4/2025	B-2610372054	6125--Applause Music Academy Rancho Cucam	5880--Instructional Vendors &	EFT	102894	636.00	636.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	12/4/2024	B-2610310208	6322--High Desert Math Tutor	5880--Instructional Vendors &	EFT	102884	627.00	627.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/7/2025	B-2610372105	5927--Creative Brain Learning 5927--Creative Brain Learning	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102908 102908	617.50 617.50	360.00 237.50	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/27/2025	1/2/2025	B-2610372184	6181--The Coder School Corona	5880--Instructional Vendors &	EFT	20136005724	608.50	608.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/13/2025	B-2610394650	v3174--Westminster Arts Academy	5880--Instructional Vendors &	EFT	102972	607.08	607.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/4/2025	B-2610372052	6124--Applause Music Academy Glendora	5880--Instructional Vendors &	EFT	20136005717	602.00	602.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	1/15/2025	B-2610403482	6567--Gracie Humaita Hemet	5880--Instructional Vendors &	EFT	102870	600.00	600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	12/4/2024	B-2610310257	6202--Reign Equine Riding 6202--Reign Equine Riding	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005673 20136005673	600.00 600.00	300.00 300.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	1/2/2025	B-2610372111	5561--Firestorm Freerunning - Galaxy LLC 5561--Firestorm Freerunning - Galaxy LLC	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	20136005720 20136005720	600.00 600.00	400.00 200.00	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	1/9/2025	B-2610394649	2341--West Coast Krav Maga Temecula	5880--Instructional Vendors &	EFT	102877	597.00	597.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372060	1994--Art 4 Kids and Teens	5880--Instructional Vendors &	EFT	102851	596.00	596.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/7/2025	B-2610394617	5453--Riverside Ballet Arts	5880--Instructional Vendors &	EFT	102880	590.00	590.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	10/31/2024	B-2610271240	2506--Drawn2Art Claremont Inc. 2506--Drawn2Art Claremont Inc.	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	102841 102841	588.00 588.00	428.00 160.00	910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/27/2025	1/8/2025	B-2610394562	5714--Irene School of Rhythmic Gymnastics	5880--Instructional Vendors &	EFT	102910	582.00	582.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/14/2025	B-2610403485	4186--Kidz Golf Club	5880--Instructional Vendors &	EFT	20136005682	570.00	570.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/6/2025	B-2610372196	6583--Waterworks Swim School Glendora	5880--Instructional Vendors &	EFT	102960	566.72	566.72	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
1/27/2025	12/17/2024 12/17/2024	wc-25919HU wc-25920HU	2064--History Unboxed LLC (Attn: Elizabeth Ha 2064--History Unboxed LLC (Attn: Elizabeth Ha	4100--Textbooks & Core Curricu 4100--Textbooks & Core Curricu	EFT EFT	20136005716 20136005716	546.61 546.61	122.26 424.35	910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

12/12/2024	13R4-TWGG-6RVO	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	107.74	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	11VC-7E53-6JF3	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	26.88	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/8/2024	1P77-Q39M-YF3G	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	53.14	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/15/2024	1X1C-LK1X-WGL1	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	37.07	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/13/2024	1M6T-G2KX-3M94	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	61.14	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/9/2024	1CYM-WV1L-GP74	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	412.74	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/11/2024	1F3J-F3HK-MK7	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	69.59	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/13/2024	1M6T-G2KX-3M94	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	60.72	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/14/2024	1319-FY8E-RNOV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	139.03	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/13/2024	13R4-TWGG-HY1W	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	91.45	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/8/2024	171D-WMT-YCVR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	69.78	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/12/2024	1TL4-RMPC-6CWY	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	12.39	917-Secondary Education	2053-Excel Academy Charter School - Warner
12/9/2024	1CVL-QT3M-JLJ9	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	65.81	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/15/2024	1W66-4QNM-YL1L	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	7.53	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/10/2024	1M7V-9773-63HT	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	35.39	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/12/2024	1V4R-973D-3L9C	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	19.72	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/8/2024	1MLV-096L-TTRR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	21.94	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/13/2024	1Y7F-QUL-QXMD	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	50.72	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	134V-DN63-QQQH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	2.82	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/9/2024	1Y1G-FY63-HF97	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	74.54	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/14/2024	1319-FY8E-RNOV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	16.30	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/19/2024	1LMD-74G4-17KN	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	197.45	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/9/2024	1M7V-9773-63HT	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	40.39	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/8/2024	13RD-Y14M-1MQG	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	49.15	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	1DNC-D67G-1QJW	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	20136005670	29,993.66	26.87	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	1W6W-YR8V-63CH	1925-Amazon Capital Services, Inc.	4100-Textbooks & Core Curricu	EFT	20136005670	29,993.66	34.29	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/16/2024	1P76-FY39-9W4G	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	52.66	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	1974-RMPC-480C	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	94.63	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	1J4T-FY96-711W	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	56.55	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/16/2024	1J1L-FY93-CDM0	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	93.84	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/9/2024	1W6W-YR8V-63CH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	107.74	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/13/2024	1W69-68FR-RJLQ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	110.18	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/14/2024	1319-FY8E-RNOV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	43.87	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/12/2024	1R1F-6M6E-1VXK	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	222.20	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/10/2024	1FVH-C6M1-649J	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	11.84	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	1T69-4633-718R	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	11.84	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/13/2024	1L4X-NQCR-HAPV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	80.63	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/8/2024	179T-X346-Y9P7	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	99.38	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/16/2024	1L1-FY83-707R	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	101.61	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/13/2024	1T69-4633-CNM	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	5.76	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	1W66-4QNM-334C	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	15.53	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/10/2024	1L1-FY83-707R	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	63.26	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/13/2024	1Y1Q-7MMP-GT67	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	7.06	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/9/2024	1Y3K-P0WF-WY7W	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	24.76	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	1L4T-FY96-6929	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	63.30	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	1X16-N1KC-1Q7F	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	11.16	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/11/2024	1W6W-YR8V-63CH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	28.32	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/13/2024	1W66-4QNM-HPTH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	26.43	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/8/2024	144K-MH40-VJLQ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	174.86	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/15/2024	18WV-DQ2K-YH4C	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	14.36	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/23/2024	1M44-3R0W-49W	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	94.44	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/13/2024	1MWC-PX6G-1QJW	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	17.88	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	1974-RMPC-480C	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	94.63	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	13R8-M63C-74NL	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	9.78	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/14/2024	13R8-M63C-74NL	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	17.75	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/17/2024	13R8-M63C-74NL	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	20.74	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/17/2024	13R7-77YF-QXCC	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	343.04	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/11/2024	1UWV-W66W-1M4Q	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	343.04	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/15/2024	13R7-FY3F-TX1W	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	50.27	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/11/2024	1FVK-NQZ7-L64X	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	97.50	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	13R7-FY3F-TX1W	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	12.12	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/9/2024	1R36-DCCC-JH9R	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	174.14	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/10/2024	1FHM-QFWM-6VRR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	17.01	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	1F9V-DX8E-74X4	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	85.63	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	1QW1-C7TW-3DMR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	62.58	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/7/2024	171D-WMT-YCVR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	32.73	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/16/2024	1W6W-YR8V-63CH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	97.87	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/10/2024	1W6W-YR8V-63CH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	115.28	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/13/2024	1QW1-C7TW-3DMR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	28.32	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/12/2024	174J-DP9J-3H1M	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	119.91	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/15/2024	1QW1-C7TW-3DMR	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	28.32	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/13/2024	1W7M-MK4N-JCVV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	56.24	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/10/2024	177T-HF71-4FD1	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	65.28	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/11/2024	1W6W-YR8V-63CH	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	145.36	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/10/2024	1Y7J-9V9L-PRHT	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	26.88	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/10/2024	14TX-XH0J-PQWV	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	235.22	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/14/2024	1669-49N9-81QJ	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	54.66	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/4/2024	1QMP-RR8V-LV4K	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	19.53	910-Instructional Funds	2073-Excel Academy Charter School - Warner
12/15/2024	137K-37XQ-VLED	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	246.27	910-Instructional Funds	2053-Excel Academy Charter School - Warner
12/13/2024	1L4X-NQCR-DQXN	1925-Amazon Capital Services, Inc.	4310-Materials & Supplies	EFT	20136005670	29,993.66	15.76	910-	

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/27/2025	11/2/2024	B-2610275995	v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	102919	10,063.00	1,395.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
			v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	102919	10,063.00	2,185.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/4/2024	B-2610310227	v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	102919	10,063.00	1,664.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
			v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	102919	10,063.00	1,060.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	1/6/2025	B-2610372127	v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	102919	10,063.00	1,530.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
			v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	102919	10,063.00	2,229.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/1/2025	B-2610365047	5473--STEAM Academy	5880--Instructional Vendors &	EFT	20136005700	7,360.00	7,360.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/19/2024	INV-EL-00006611	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	INV-EL-00006614	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/19/2024	INV-EL-00006608	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/19/2024	INV-EL-00006610	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/19/2024	INV-EL-00006613	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/24/2024	INV-EL-00006617	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	385.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	INV-EL-00006619	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/20/2024	INV-EL-00006616	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/20/2024	INV-EL-00006618	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	85.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/24/2024	INV-EL-00006655	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/24/2024	INV-EL-00006662	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	INV-EL-00006620	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	600.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	INV-EL-00006615	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	INV-EL-00006621	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/24/2024	INV-EL-00006658	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/24/2024	INV-EL-00006652	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	85.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/24/2024	INV-EL-00006653	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/20/2024	INV-EL-00006617	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/19/2024	INV-EL-00006612	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	102902	5,740.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/3/2024	B-2610310195	6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136005702	5,005.00	3,955.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
			6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136005702	5,005.00	1,050.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
1/27/2025	12/3/2024	B-2610310235	v3080--Kaser Arts	5880--Instructional Vendors &	EFT	102915	4,876.25	1,498.75	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
			v3080--Kaser Arts	5880--Instructional Vendors &	EFT	102915	4,876.25	422.50	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	1/2/2025	B-2610372128	v3080--Kaser Arts	5880--Instructional Vendors &	EFT	102915	4,876.25	422.50	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
			v3080--Kaser Arts	5880--Instructional Vendors &	EFT	102915	4,876.25	422.50	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
1/27/2025	1/2/2025	B-2610372098	2749--Circle City School Enrichment Program	5880--Instructional Vendors &	EFT	102974	4,560.00	4,560.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	12/12/2024	1125563	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	107.95	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/17/2024	1138732	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	491.12	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/20/2024	1151417	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	53.07	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	1151426	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	22.88	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	1150012	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	59.17	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/17/2024	1142671	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	59.17	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/17/2024	1139028	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	50.06	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/11/2024	1121022	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	98.94	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/12/2024	1129382	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	98.94	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/11/2024	1125560	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	120.47	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/12/2024	1125591	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	127.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/17/2024	1138838	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	271.37	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/11/2024	1129188	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	376.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/19/2024	1150008	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	74.56	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/18/2024	1138842	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	2,346.56	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/17/2024	1142670	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	63.83	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/18/2024	1139045	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	309.78	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/12/2024	1121021	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	51.03	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/17/2024	1138830	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	161.08	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/11/2024	1125564	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	53.07	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/11/2024	1125684	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	59.22	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/23/2024	1152039	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	22.59	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/26/2024	1152154	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	53.07	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/27/2024	1155767	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	90.27	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/26/2024	1151657	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	80.93	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/23/2024	1151656	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	90.27	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/30/2024	1156906	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	33.36	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/26/2024	1152049	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	88.72	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/20/2024	1150013	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136005709	3,984.44	286.51	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
	12/23/2024	1151675	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	442.82	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
	12/23/2024	1151418	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136005709	3,984.44	94.99	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/6/2025	B-2610372189	2101--Urban Workshop	5880--Instructional Vendors &	EFT	20136005684	3,750.00	3,325.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
			2101--Urban Workshop	5880--Instructional Vendors &	EFT	20136005684	3,750.00	425.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	10/31/2024	EXCL01-1024	5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	EFT	102862	3,661.25	471.25	907--Special Education	2073--Excel Academy Charter School -	Hendale
			5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	EFT	102862	3,661.25	1,993.75	907--Special Education	2073--Excel Academy Charter School -	Hendale
	9/30/2024	EXCL01-0924	5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	EFT	102862	3,661.25	870.00	907--Special Education	2073--Excel Academy Charter School -	Hendale
			5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	EFT	102862	3,661.25	326.25	907--Special Education	2073--Excel Academy Charter School -	Hendale
1/27/2025	1/8/2025	B-2610394556	4184--Free Society Academics	5880--Instructional Vendors &	EFT	20136005730	2,923.44	1,461.72	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
			4184--Free Society Academics	5880--Instructional Vendors &	EFT	20136005730	2,923.44	1,461.72	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
1/27/2025	12/18/2024	411842-1	5513--Promo Shop Inc.	5841--Community Marketing	EFT	102861	2,620.38	1,624.64	913--Marketing	2053--Excel Academy Charter School -	Warner
			5513--Promo Shop Inc.	5841--Community Marketing	EFT	102861	2,620.38	995.74	913--Marketing	2073--Excel Academy Charter School -	Hendale
1/27/2025	1/7/2025	B-2610394596	6141--N-Pac LLC	5880--Instructional Vendors &	EFT	102940	2,310.00	2,310.00	910--Instructional Funds	2053--Excel Academy Charter School -	Warner
1/27/2025	1/14/2025	B-2610403478	5641--Ark Academy	5880--Instructional Vendors &	EFT	102891	2,300.00	2,000.00	910--Instructional Funds	2073--Excel Academy Charter School -	Hendale
			5641--Ark Academy	5880--Instructional Vendors &	EFT	102891	2,300.00				

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM

1/27/2025	1/17/2025 11/1/2024	71758 71759	5353--Partners in Special Education 5353--Partners in Special Education	5100--SpEd Consultants and Ven 5100--SpEd Consultants and Ven	EFT EFT	102980 102980	1,508.10 1,508.10	1,103.10 405.00	APE and PT service Nov 24 PT Services Nov. 24	907--Special Education 907--Special Education	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	12/11/2024 12/10/2024 12/13/2024 12/17/2024 12/20/2024 12/13/2024 12/20/2024 12/26/2024 12/26/2024	634498 634006 635087 636076 636741 635088 636746 637166 636743 637188 637204	1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools 1179--Home Science Tools	4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies 4310--Materials & Supplies	EFT EFT EFT EFT EFT EFT EFT EFT EFT EFT EFT	102935 102935 102935 102935 102935 102935 102935 102935 102935 102935 102935	1,506.90 1,506.90 1,506.90 1,506.90 1,506.90 1,506.90 1,506.90 1,506.90 1,506.90 1,506.90 1,506.90	130.40 383.93 176.91 277.31 132.84 46.78 107.46 53.82 18.22 163.95 13.28	910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds 910--Instructional Funds	2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner 2053--Excel Academy Charter School - Warner	
1/27/2025	1/9/2025	B-2610394606	2298--Riverside Aquatics Association	5880--Instructional Vendors &	EFT	20136005677	1,415.00	1,415.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/8/2025	B-2610394548	6515--Chamber Music OC	5880--Instructional Vendors &	EFT	20136005718	1,237.50	1,237.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/27/2025	1/7/2025	250224XT	6629--Maritime Museum of San Diego 6629--Maritime Museum of San Diego 6629--Maritime Museum of San Diego	9388--Parent PayPal Account 5835--Field Trips 5835--Field Trips	EFT EFT EFT	102859 102859 102859	560.00 560.00 560.00	40.00 460.00 60.00		000--Schoolwide -Revenues/BS Accounts 910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	1/11/2025	00002E01V5025	1649--UPS	5930--Postage	EFT	102845	389.23	114.82		912--Administration/Office	2053--Excel Academy Charter School - Warner
	1/18/2025	00002E01V5035	1649--UPS 1649--UPS 1649--UPS	5930--Postage 5930--Postage 5930--Postage	EFT EFT EFT	102845 102845 102845	389.23 389.23 389.23	70.38 126.50 77.53		912--Administration/Office 912--Administration/Office 912--Administration/Office	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	1/8/2025	5359-110825	5359--Pitney Bowes 5359--Pitney Bowes	5930--Postage 5930--Postage	EFT EFT	20136005706 20136005706	246.40 246.40	152.77 93.63		912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	12/31/2024	17703382	5296--LEAF 5296--LEAF	5620--Equipment Leases 5620--Equipment Leases	EFT EFT	102857 102857	143.86 143.86	89.19 54.67		912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/27/2025	1/10/2025	1N53972	5313--LogiCopy 5313--LogiCopy	5800--Professional Services - 5800--Professional Services -	EFT EFT	102869 102869	44.20 44.20	27.40 16.80		912--Administration/Office 912--Administration/Office	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/28/2025	1/28/2025	5088-012825	5088--California Department of Tax and Fee Adi 5088--California Department of Tax and Fee Adi	5860--Service Fees 5860--Service Fees	EFT EFT	410.47 410.47	155.98 254.49		Return Determination + Penalty - Return Determination + Penalty -	909--Business Services 909--Business Services	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/28/2025	1/27/2025	5367-012625	5367--San Bernardino Superintendent Of Schoo	9525--STRS	Printed Check	30124	92,025.28	92,025.28		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
1/28/2025	1/28/2025	5289-012825	5289--Larry Alvarado 5289--Larry Alvarado	5800--Professional Services - 5800--Professional Services -	EFT EFT	450.00 450.00	171.00 279.00		Board Stipend - 01.01.25-01.31. Board Stipend - 01.01.25-01.31.	911--Executive Administration 911--Executive Administration	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
1/28/2025	1/28/2025	5427-012825	5427--William Hall 5427--William Hall	5800--Professional Services - 5800--Professional Services -	EFT EFT	450.00 450.00	279.00 171.00		Board Stipend - 01.01.25-01.31. Board Stipend - 01.01.25-01.31.	911--Executive Administration 911--Executive Administration	2053--Excel Academy Charter School - Warner 2073--Excel Academy Charter School - Helendale
1/30/2025	12/20/2024	B-2610363307	3004--German School Campus, Inc.	5880--Instructional Vendors &	EFT	Voided - 20136005635	-363.24	-363.24		910--Instructional Funds	2053--Excel Academy Charter School - Warner
1/31/2025	12/14/2024	B-2610363295	6147--DK Tutoring 6147--DK Tutoring	5880--Instructional Vendors & 5880--Instructional Vendors &	EFT EFT	Voided - 102704 Voided - 102704	-359.00 -359.00	-175.00 -184.00		910--Instructional Funds 910--Instructional Funds	2073--Excel Academy Charter School - Helendale 2053--Excel Academy Charter School - Warner
Total for CHASE 9313							679,219.69	679,219.69			

Cash Requirements Statement**EXCEL ACADEMY CHARTER SCHOOLS**

Transaction #: AD7699770

Period Ending: 12/31/2024

Check Date: 01/10/2025

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 01/09/2025

*A wire request for \$31,535.24 will be sent to your bank on 01/08/2025***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
Total Billing	<u>613.12</u>

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,722.52	1,722.52	3,445.04
Medicare	449.87	449.87	899.74
Federal W/H Tax	2,107.98		2,107.98
California W/H Next Day	931.92		931.92
California SDI Next Day	378.72		378.72
California ETT Qtrly		31.55	31.55
California SUTA		820.61	820.61
Total Tax Deposits	<u>5,591.01</u>	<u>3,024.55</u>	<u>8,615.56</u>

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	18,985.99
Direct Deposit Distribution - Paycom Pay	3,320.57
Taxes - PAYCOM Resp.	8,615.56
Payroll Fee	613.12
Total Paycom Cash Requirements	<u>31,535.24</u>

Other Cash Requirements

Manual Checks	2,447.30
Total Other Cash Requirements	<u>2,447.30</u>

Total Cash Requirements33,982.54

Cash Requirements Statement**EXCEL ACADEMY CHARTER SCHOOLS**

Transaction #: FF1607A3B

Period Ending: 01/31/2025

Check Date: 01/24/2025

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 01/23/2025

*A wire request for \$844,222.40 will be sent to your bank on 01/22/2025***Items**

Checks / Vouchers	116
Additional Direct Deposit Accounts	12

Billing

Check Processing/Tax Service	1,909.42
Direct Deposit	10.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Total Billing	<u>1,949.42</u>

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	5,191.14	5,191.14	10,382.28
Medicare	13,042.84	13,042.84	26,085.68
Federal W/H Tax	65,381.03		65,381.03
California W/H Next Day	33,628.37		33,628.37
California SDI Next Day	10,576.23		10,576.23
California ETT Qtrly		755.09	755.09
California SUTA		19,632.78	19,632.78
Hawaii W/H Semiweekly	730.81		730.81
Hawaii SUTA		169.88	169.88
Oregon W/C Tax EE	1.56		1.56
Oregon W/C Tax ER		1.56	1.56
Oregon W/H Next Day	489.72		489.72
Oregon EE PFML	40.06		40.06
Oregon SUTA		320.44	320.44
Oregon Transit Tax	6.68		6.68
Oregon ER PFML		26.70	26.70
Total Tax Deposits	<u>129,088.44</u>	<u>39,140.43</u>	<u>168,228.87</u>

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	652,696.91
Direct Deposit Distribution - Paycom Pay	21,347.20
Taxes - PAYCOM Resp.	168,228.87
Payroll Fee	1,949.42
Total Paycom Cash Requirements	<u>844,222.40</u>

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: FF1607A3B

Period Ending: 01/31/2025

Check Date: 01/24/2025

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 01/23/2025

A wire request for \$844,222.40 will be sent to your bank on 01/22/2025

Total Cash Requirements

844,222.40



Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: E9649DCC3

Period Ending: 01/15/2025

Check Date: 01/24/2025

Client: 10056

EIN: 47-4121751

PAYCOM Impound Date: 01/23/2025

A wire request for \$32,915.18 will be sent to your bank on 01/22/2025

Items

Checks / Vouchers	16
Additional Direct Deposit Accounts	4

Billing

Check Processing/Tax Service	561.64
Direct Deposit	8.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Additional Services	1,432.65
Total Billing	2,032.29

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,443.01	1,443.01	2,886.02
Medicare	421.82	421.82	843.64
Federal W/H Tax	1,574.20		1,574.20
California W/H Next Day	753.50		753.50
California SDI Next Day	355.39		355.39
California ETT Qtrly		29.63	29.63
California SUTA		769.91	769.91
Total Tax Deposits	4,547.92	2,664.37	7,212.29

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	20,599.30
Direct Deposit Distribution - Paycom Pay	3,071.30
Taxes - PAYCOM Resp.	7,212.29
Payroll Fee	2,032.29
Total Paycom Cash Requirements	32,915.18

Total Cash Requirements

32,915.18



January 22, 2025

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

Re: Document Tracking Services

INVOICE #9261803

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

Document Tracking Services

Document Tracking Services [7/1/25 to 6/30/26]: \$550
2 Charter Schools

Total Balance Due: \$550

Please Make Checks Payable To: Document Tracking Services

Send to:

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

Thank you!

Approved Per Payment (Signature)

Name/Role (Printed)



LICENSE AGREEMENT

This Agreement effective **July 1, 2025**, is made and entered into by **Excel Academy Charter Schools** ("Licensee") and Document Tracking Services ("DTS") as Licensor, each a "Party" and collectively the "Parties".

1. Scope of Agreement

- 1.1 License. This License Agreement between Licensee and DTS covers Licensee's use of DTS's proprietary web-based application in accordance with the terms and conditions expressed herein.
- 1.2 Agreement to Be Bound. Licensee agrees to be bound by, and comply with, the terms of this License Agreement by (i) accessing and/or using the DTS Application and/or (ii) ratifying this License Agreement by signing below.

2. License and Right to Use. DTS hereby grants to Licensee a non-exclusive and non-transferable license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.

- 2.1 DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
- 2.2 Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.

3. Internet Areas. Neither Licensee nor any third party shall be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval of DTS.

4. Term of License. The term of this License Agreement is for **one (1) year** from the effective date noted at the top of this document.

5. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.

6. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS's secure server and will provide complete access to Licensee and its representatives. Licensee is solely responsible for the sufficiency, adequacy, and completeness of its content; for updating its content as necessary; and for proper implementation of any plans or procedures required by local, state, or federal law.

7. Security of Data. At all times, DTS will have complete security of Licensee's documents on dedicated servers that only authorized DTS personnel will have access to. All logins by DTS's authorized personnel will be stored and saved as to time of log-in.

- 7.1 Licensee may request in writing that DTS only store Licensee's documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.

8. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.



- 9. Customer Service.** DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.
- 10. Fees.**
 - 10.1 Licensee shall pay a fee of **\$550.**
 - 10.2 Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0.**
 - 10.3 Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
 - 10.4 DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- 11. Warranty.**
 - 11.1 Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
 - 11.2 The express warranties provided in this License Agreement are the sole and exclusive warranties made by DTS to Licensee. DTS makes no other warranty, express or implied, and Licensee assumes no warranty, express or implied, by use of the DTS Application. By accepting this Agreement, Licensee acknowledges that it is not relying on any implied warranties, including warranties of performance, fitness for a particular purpose or otherwise, or upon any representation or warranty outside those expressly contained in this Agreement.



12. Liability.

- 12.1 DTS will not be liable to Licensee for indirect, incidental, exemplary, special or consequential damages; loss or corruption of data or interruption or loss of business; or loss of revenues, profits, goodwill or anticipated sales or savings.
- 12.2 The maximum aggregate liability of DTS under this License Agreement is limited to the fees received by DTS from Licensee for use of the DTS Application.
- 12.3 This limitation on DTS's liability applies whether the claims sound in warranty, contract, tort, infringement, or otherwise. Nothing in this License Agreement excludes any liability that cannot be limited as a matter of law.

13. Choice of Law and Venue. This License Agreement, and any dispute related to this License Agreement or arising from it, shall be governed exclusively by the laws of the State of California. The state and federal courts of the State of California shall have exclusive jurisdiction to adjudicate any dispute arising out of, or related to, this License Agreement or its formation, interpretation, or enforcement.

14. Severability. If any portion of this License Agreement is not enforceable under applicable law, it will not affect any other term of this Agreement.

15. Definitions.

15.1 Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.

* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.

15.2 Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.

16. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



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

Document Tracking Services, LLC

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

Date: January 22, 2025

Licensee

By: _____

Date: _____

Excel Academy Charter Schools



Exhibit A

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

1. 2025 School Accountability Report Card (CDE Template)
2. 2025 School Plan for Student Achievement (CDE Template)
3. 2025 Comprehensive School Safety Plan (Custom Template)
4. 2025 Local Control and Accountability Plan (CDE Template)
5. Others to be identified as needed.

Coversheet

Consent - Education Student/Services

Section: X. Consent
Item: B. Consent - Education Student/Services

Purpose:
Submitted by:

Related Material:

Excel Academy Charter Schools 25-26 Calendar (Academic) - Academic.pdf
Combined Master Agreement for 2025-2026.pdf
Combined Acknowledgment of Responsibilities 25-26.pdf
Catalina FT Form - 24_25.pdf

BACKGROUND:

Item: 2025/26 Personalized Path & Virtual Path Master Agreement

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

Item: 2025/26 Personalized Path & Virtual Path Acknowledgment of Responsibilities

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



Excel Academy Charter Schools

2025-2026 Academic Calendar

Sem 1 = 88 Days

Sem 2 = 87 Days

July						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

LPs	Dates	Days
1	8/25-9/19	19
2	9/22-10/24	25
3	10/27-12/5	24
4	12/8-1/16	20
5	1/20-2/20	22
6	2/23-3/20	20
7	3/23-4/24	20
8	4/27-6/1	25
Total		175

October						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
Su	M	Tu	W	Th	F	Sa
						1
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16	17	18	19	20	21	22
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30						

December						
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	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Holidays	
Sept. 1 - Labor Day	
Nov. 11 - Veteran's Day	
Thanksgiving Break Nov. 24 - Nov. 28	
Winter Break Dec. 22 - January 2	
Jan. 19 - MLK	
Feb. 13-16 Presidents Day	
Mar. 30 - Apr 3 Spring Break	
May 25 Memorial Day	
Outside of Instructional endar holidays	
7/4 and 6/19	

January						
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29	30	31				

April						
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May						
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					1	2
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24	25	26	27	28	29	30
31						

June						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

 Graduation
 School holidays
 End of semester



Excel Academy Charter School Master Agreement for Independent Study

Student: {name}	Contract Term: Full Year
Student Number: {number}	Beginning Date: {start date}
Address: {street}	End Date: {end date}
{city}, {state} {zipcode}	Year: 2025 - 2026
DOB: {date of birth}	Grade Level: {#}
Program Placement: {title}	General Education School for Classroom
1st Phone Number: {###-####}	Option: {school district}
2nd Phone Number: {###-####}	

It is understood that:

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

Schedule	Category	Course Value
{class_title}	{category_title}	{class_credits} {credit type}
{curriculum_title}		{course_value}

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

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

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

Personalized Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group. Time: 8:30am- 4:30 Day: Mon - Fri. Frequency: at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Virtual Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group, whole group. Time: 8:00 AM - 4:00 PM Day: Mon - Fri. Frequency: daily with a combination of synchronous and asynchronous learning opportunities. Attendance will be collected daily and reported at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

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

Board Policies: According to the Board Policy for grades Tk through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is every 25 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate setting for this student.

Additional Board Policy:

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

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

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

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

1. In the event that three or more identified assignments are missed in a learning period; and

2. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's *Satisfactory Educational Progress Policy* and procedure which considers ALL of the following indicators:
 - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in the Education Code Section 52060(d) paragraphs (4) and (5).
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
3. An Attendance Intervention Meeting (AIM) may be held once a student receives a second Progress Improvement Notification (PIN) to determine if it is in the best interest of the student to remain in independent study. The meeting shall include a review of the pupil's written master agreement, and reconsideration of the independent study program's impact on the pupil's achievement and well-being. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.
4. If the student continues to make unsatisfactory educational progress, then a third Progress Improvement Notification (PIN) will be given and an internal evaluation will be conducted to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined in Board Policy 6115 on Attendance, Progress Notification (PIN) and Involuntary Withdrawal.

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

Tiered Re-Engagement Strategies

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

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
4. An Early Intervention/Re-Engagement letter will be sent via email or hard copy to parents, guardians or caregivers who are making unsatisfactory educational progress.
5. A preventative meeting will be scheduled to offer resources, including connection with health and social services as needed.

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

Student Signature Date

Parent/Guardian/Caregiver Signature Date

Supervising Teacher Signature Date

OtherSignatureDate OtherSignatureDate



Excel Academy Acknowledgement of Responsibilities

Student: {name}

Student Number: {number}

Address:

{street}

{city}, {state} {zipcode}

DOB: {date of birth}

Program Placement: {title}

1st Phone Number: {###-####}

2nd Phone Number: {###-####}

Contract Term: Full Year

Beginning Date: {start date}

End Date: {end date}

Year: 2025 - 2026

Grade Level: {#}

General Education School for Classroom Option:

{school district}

I, the student, agree to:

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

school-wide assessments will result in a PIN.

- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions, including virtual forums. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Use school-issued technology for school-related learning and assignments only, treating it with care and respect.
- If my behavior does not comply with school expectations, I may receive a Behavior Improvement Plan (BIP).

* Please see the Parent Handbook for a description of the Progress Improvement Notification (PIN) process.

I, the parent/guardian agree to:

- Prompt, timely, and effective communication with staff within 48 hours, excluding weekends and school holidays.
- Provide necessary documentation or information to the school in order to record attendance in compliance with applicable law.
- Provide the school with all required documentation for continued enrollment, such as proof of residency.
- Provide Excel Academy with in-progress grades if my student enrolls 25 days or more after the start of the semester and understand that in-progress grades will be combined with grades earned at the previous school to award the final semester grade.
Request support from my student's assigned ToR when needed.
- Provide Excel Academy with a copy of either an unofficial or official transcript during the registration process. Upon enrollment, an official transcript is required in order to include grades and credits on the Excel Academy high school transcript.
- Provide transportation to my student's scheduled meetings and school assessments.
- Monitor my student's behavior in all school-related classes or activities.
- Ensure my student completes mandated school-wide assessments such as: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, PFT, Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments. Failure to complete required school-wide assessments will result in a PIN.
- Support my student in the completion of intervention assignments as required (WIN, ELD, etc). Failure to complete intervention assignments for a period of five school days or more may result in a PIN.
- Ensure regular student attendance in required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend intervention classes for a period of five school days or more may result in a PIN.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Ensure VCI classes paid with instructional funds take place on instructional days during the current school year.
- Return all school-issued materials upon disenrollment, involuntary withdrawal, or the designated due date. All school purchased materials will be returned to Excel Academy. All materials are the property of Excel Academy and are on loan to the student while enrolled.

Personalized Path:

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

Virtual Path or ETL Classes

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

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

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

Notification (PIN)

The charter school has an obligation to provide a Free Appropriate Public Education (FAPE) to every student with an Individualized Education Program (IEP). If my student has an IEP and does not access the special education and related services as outlined in the IEP, the charter school will contact me to discuss the matter and may be required to schedule an IEP team meeting. The IEP team will discuss the reasons for missed or canceled sessions as they relate to the student's unique needs. Parent participation is expected to address the student's access to necessary support and services.

* *Comprehensive Teacher of Record and Parent responsibilities are outlined in the EACS Handbook*

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

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

----- Date -----
Student Signature

----- Date -----
Parent/Guardian/Caregiver Signature

----- Date -----
Teacher of Record Signature

Education Services

OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

This form is to be used to obtain board approval for overnight field trips.

1. Overnight field trip requests must be submitted on this form for consideration.
2. Overnight field trips require approval from the charter school board
3. The field trip request form must be signed by the field trip coordinator and the charter school executive director/director/ or designee before sending to the board for approval.
4. A trip itinerary must be attached to the completed request form.

Date of Request	February 13, 2025
Name of Charter School	Excel Academy Charter Schools
Lead Chaperone	Alex Clary
Field Trip Coordinator	Melissa Harvilla
Director/Executive Director/Designee	
Location of Trip	Catalina Island; Catalina Island Marine Institute - Toyon Bay
Dates of Trip	March 21-23, 2025
Classes/Grade Level(s)	9th-12th
Instructional Objectives	<ol style="list-style-type: none"> 1. Students will learn the basic principles of oceanography and perform hands-on oceanographic research. 2. Students will engage in lab studies that focus on a variety of marine species and their role in the ecosystem. 3. Students will collect and analyze samples of specimens

Excel Academy (CA) - Regular	<p>Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 11:30 AM found in ocean water.</p> <ol style="list-style-type: none"> 4. Students will discover the night sky and the science behind the outer space objects they can see. 5. Students will develop their problem-solving skills as they learn to work as a team.
Standards Addressed	<p>LS2.A: Interdependent Relationships in Ecosystems Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.</p> <p>ESS2.D: Weather and Climate The foundation for Earth’s global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy’s re-radiation into space.</p> <p>ESS3.C: Human Impacts on Earth Systems The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.</p>

<p>Additional Information (if applicable)</p>	
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<p>Fees and payment Schedule</p>	<p>Payment is made through an initial deposit at the time of booking, with the final balance due within 30 days of departure.</p>
<p>Transportation - Parents will drop students off at the Long Beach pier on the morning of departure. Students and chaperones will be transported to and from Catalina Island by ferry. Parents will pick students up at the Long Beach pier upon their return.</p> <p>Phone Tree/Chaperone Groups</p> <p style="text-align: center;">Signatures</p> <p>Lead Chaperone Date: 1/29/25</p> <p>Field Trip Coordinator Date: 1/29/25</p>	

Coversheet

Consent - Personnel Services

Section: X. Consent
Item: C. Consent - Personnel Services
Purpose: Discuss

Submitted by:

Related Material:

Excel Academy Comprehensive Injury, Illness and Safety Plan 24_25 _ HR.pdf
REDLINE Excel Academy Comprehensive Injury, Illness and Safety Plan 24_25 _ HR.pdf
2025-2026 IISP Revisions.pdf



Comprehensive Injury, Illness, and Safety Plan 2025-2026

Main Excel Academy Office Line: 949-387-7822

Administration

Heidi Gasca, Executive Director

Board of Directors

William Hall, Board President

Michael Humphrey, Board Vice President

Steve Fraire, Board Clerk

Susan Houle, Board Member

Larry Alvarado, Board Member

EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

Part 1 and 2 Comprehensive Safety Plan Draft 0119

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

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

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[Applicable Regulations Can Be Found in the California Code of Regulations \(CCR\), Title 8 Sections Listed Below:](#)

[Appendices](#)

[Appendix A: Emergency Contact Information in Paycom](#)

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Section I: Program Plan Purpose

Purpose

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

Objective

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

Nondiscrimination and Fair Treatment of Pupils

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

Conduct

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

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

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

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

Plan Elements

The Excel Academy School Plan contains the following elements:

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

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

Criminal Background Check

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

Section II: Program Policies

A. Child Abuse Reporting

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

Duty to Report

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

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

Definitions:

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

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

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

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

Legal Responsibility and Liability:

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

Child Protective Services Hotlines

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

Sheriff's Offices Contact Information

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

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

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

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

Child Abuse Training Requirement:

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

B. Routine & Emergency Disaster Procedures - Continuity Plan for Disruption in in-person learning

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

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

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

Required Training and Resources for All Employees

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

Professional Development/Staff Meetings

Biannual staff meetings are conducted.

Guidelines for Student and Staff Dismissal

Student Dismissal

Is this for Field Trips?

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

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

Staff Dismissal

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

Executive Director Responsibilities

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

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

Responsibilities

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

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

Fire

Building Fire

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

Student Catching Fire

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

Testing Site

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

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

Relocation/Evacuation/Refuge

Relocation/Evacuation from the School Office

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

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

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

Relocation/Evacuation from a public meeting space, business or home

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

Bomb Threat

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

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

- The Executive Director

- The Sheriff's Department
- The Fire Department

Bioterrorism/Hazardous Materials/Chemical Accident

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

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

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

During a Biological Threat

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

Follow these guidelines during a biological threat:

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

- If your symptoms match those described and you are in the group considered at risk, immediately seek emergency medical attention.
 - Follow instructions of doctors and other public health officials, expect to receive medical evaluation if necessary
-
- In a declared biological emergency or developing epidemic avoid crowds
 - Wash your hands with soap and water frequently.
 - Do not share food or utensils.

After a Biological Threat

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

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

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

Chemical Emergencies

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

Before a Chemical Emergency

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

During a Chemical Emergency

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

- Take immediate action to get yourself and students/parents away.
- Get out of the building without passing through the contaminated area, if possible.

- If you can't get out of the building or find clean air without passing through the affected area, move as far away as possible and **shelter-in-place**.
- Contact 911 as soon as it is safe to do so.
- Contact a school administrator to inform them of the situation.

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

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

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

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

After a Chemical Emergency

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

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

Decontamination guidelines are as follows:

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

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

Earthquake

Earthquake Procedures Indoors

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

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

If at a testing site:

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

Earthquake Procedures Outdoors

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

1. Move away from overhead hazards such as power lines, trees, and buildings.
2. Drop to the ground in the kneeling position and cover the back of your neck with your hands.
3. Do not enter any buildings until it is safe to do so.

4. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.
5. Once the earthquake has stopped, proceed to the evacuation assembly area designated by the building manager or law enforcement.
6. The teacher will check roll, report any missing students, and remain with the students unless given an alternative assignment.
7. Follow all instructions from law enforcement

Flood

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

Basic Safety Tips (source: Ready.gov)

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

Flood Watch = Be Aware

Conditions are right for flooding to occur in your area.

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

Flood Warning = Take Action

Flooding is either happening or will happen shortly.

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

After a Flood

1. Return to your home/office only when authorities say it is safe.
2. Be aware of areas where flood waters have receded and watch out for debris. Floodwaters often erode roads and walkways.
3. Do not attempt to drive through areas that are still flooded.

4. Avoid standing water as it may be electrically charged from underground or downed power lines.

Power Failure/Blackout

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

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

In Preparation for a Power Outage:

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

During a Power Outage:

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

Be Safe AFTER

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

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

Intruders/Solicitors/Weapons/Assault/Hostage

School Director and Human Resources

1. Maintain current staff emergency contact information in HR/Payroll System
2. Develop site emergency plans and protocol as well as communicate plans to staff
3. If facilities owned by Excel Academy, clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
4. Provide a first aid kit including flashlights and a window breaker
5. Provide safety training as needed

Designee

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

All Additional Office Staff

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

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

Executive Director or director's designee

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

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

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

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

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

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

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

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

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

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

School employees or test site proctors will:

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

Procedure (All Locations):

1. Evacuate- If there is an accessible escape path, attempt to evacuate the premises following these recommendations:
 - a. Have an escape route and plan in mind
 - b. Evacuate regardless of whether others agree to follow
 - c. Leave belongings behind

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

Lockdown Sample Situations

1. The school has been informed that a crime has been committed near the school and the criminal has not been apprehended. There is no specific reason to believe that the criminal will come to the school.
2. The Sheriff's Department has informed the school that an armed and dangerous person is in the vicinity of the school and all precautions must be taken.
3. The school has received a direct credible threat that someone intends to do harm to one or more persons at the school.
4. Information has been received by the school that a non-custodial parent is coming to try to take a student away from the test site
5. A person not having legitimate business has been seen loitering in the vicinity of the school, please first try and relocate to a safer location and contact authorities. Try to avoid contact with the individual.

Testing Site Lockdown

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

The assigned designee shall:

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

Lockdown Procedures

The assigned designee will:

1. Notify the Sheriff's Department
2. Notify the Executive Director or designee of the *Lockdown* as soon as possible
3. Assign an employee to monitor the main entrance(s) to allow legitimate visitors to enter

4. Notify the proctors in the fastest possible manner that a *Lockdown* has been called
5. Notify parents of the lockdown status
6. Will set up a 10 minute break release schedule (situation allowing), if the *Lockdown* continues during teachers break or lunch period
7. Delay dismissal until it is safe for students to exit
8. Will inform all staff that the *Lockdown* has ended, once it has been determined that the dangerous situation no longer exists

Proctors will:

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

Excel Academy employee will: Notify the Executive Director or designee

Explosion

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

During an Explosion:

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

10. Once you reach a safe area, contact 911 to report the emergency.
11. Contact a school administrator to inform them of the situation.

After an Explosion:

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

TOR's Responsibilities:

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

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

Gas/Fumes

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

Main Office

The main Excel Academy office is located in a rented facility that does not have an emergency plan (Appendix P: Sites Utilized by Excel Academy-Contact Information). Based on a site map, the school developed an emergency evacuation plan ([Appendix F: Excel Academy Office Evacuation Map](#)). The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of a first aid kits is outlined as follows:

Response to Public Relief Agencies Using Excel Academy Facilities

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

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

Learning Period Meetings

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

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

Testing Sites

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

Excel Academy conducts testing at various sites. Because these venues are not owned by Excel Academy, the Assessment Lead will make an effort to obtain the site plans from

the venue and bring awareness to the staff of all site-specific emergency plans. Developing clear roles of responsibility, providing emergency student information to staff, and maintaining first aid training and kits is outlined as follows:

Assessment Lead (AL) Responsibilities

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

Assessment Site Designee

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

Staff/Teacher of Record/Proctor Responsibilities

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

Student Information

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

3. CAASPP Site Security forms contain student specific allergy and medical alerts

Site Supplies

First Aid

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

Emergency Preparedness

1. Maintain emergency food and water

Student Information

1. Assessment Lead Manual - Safety protocol and procedures listed, testing protocol, CAASPP test site security form
- 2.

Parent/Guardian Responsibilities

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

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

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

Field Trips & Overnight/Drop-Off Field Trips

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

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

Field Trip Coordinator

1. Train ToRs and ensure they follow all responsibilities as outlined in the field trip policy and in the bullets listed below.
2. Maintain a current list of all chaperones and students on site
3. Identify the method of communication between Field Trip Coordinator and chaperones in the event of unforeseen events(assign designee if not present)
4. Provide necessary safety trainings if applicable

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

Field Trip Coordinator will be expected to:

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

Teacher of Record Chaperone Responsibilities:

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

Parent/Guardian Responsibilities:

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

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

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

1. Field trip permission slips and liability waiver forms

Parents will be expected to:

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

Student will be expected to:

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

Chaperone:

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

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

4. The school and vendor's emergency evacuation procedures
5. Have Field Trip Coordinator's cell phone programmed into their cell phone
6. All chaperones on a group text in case of an emergency or evacuation
7. Made aware of the check in and out procedures and their role in the process

Chaperone will be expected to:

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

Additional Resources

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

C. Suspension/Expulsion Policies and Procedures

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

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

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

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

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

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

Policy:

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

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform them of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Outline of Responsibilities that May Result in Involuntary Removal

Attendance:

The credentialed teacher of record awards attendance in accordance with applicable law and based on two criteria:

1. The overall amount of learning completed/attained and
2. That some learning occurred on each date of attendance. As indicated in the Governing Board independent study policy, once a student has three missed assignments during a given learning period, the student is no longer in good standing. For purposes of attendance, three assignments are defined as 30% of the assigned learning for the given learning period. The student must complete at least 70% of the learning for that period and must be able to demonstrate that learning to the teacher of record in order to remain in good standing. The credentialed teacher of record uses their professional determination to assign the percent of learning that occurred. Additionally, the student must bring a work sample that aligns to their learning in each of the courses in which the student is enrolled.

Additionally, the student and parent/guardian must attend all scheduled learning period meetings. Missing a meeting results in zero attendance being awarded and a second meeting must be scheduled within five days to evaluate if attendance may be claimed.

I. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity; or school attendance occurring at any time including, but not limited to (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, or while going to or coming from a school-sponsored activity.

II. Enumerated Offenses

1. Discretionary Suspension Offenses

1. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping, e-cigarettes and betel. This section does not prohibit the use of their own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear of their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the

Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
2. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has been reasonably predicted to have the effect of one or more of the following:
- a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - b. Causing a reasonable student to experience substantial interference with their academic performance.
 - c. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
3. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

- reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iv. An act of cyber sexual bullying.
 - v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - vi. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence

For a pupil subject to discipline under this section, the Executive Director may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior.

2. Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessing, selling, or otherwise furnishing any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code 48900(n).

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self- defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping devices, electronic cigarettes, pills and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:

- i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or will be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding the subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - d. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- e. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessing, selling, or otherwise furnishing any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
- d. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code 48900(n).

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and their parent and whenever practical, the teacher, supervisor or Excel Academy employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" is one that involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within (2) two school days unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Excel Academy officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date and time the student may return to school following suspension. This notice shall state the specific offense committed by the student and include notice of any due process rights regarding suspension or expulsion. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The total number of days of suspension shall not exceed twenty (20) school days per year. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil must be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

IV. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student will be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Charter School Board of Directors following a hearing before it. The Board of Directors may be presided over by a designated neutral hearing chairperson. The Board of Directors may make the final determination whether or not to expel the student.

V. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student will be expelled. Unless postponed for good cause, the hearing may be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

The hearing may be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

VI. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

1. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
3. Excel Academy must also provide the victim a room separate from the hearing room for the complaining witnesses use prior to and during breaks in testimony.

4. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
5. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the witness stand.
8. If one or both of the support persons is also a witness, Excel Academy must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
9. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances will be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

VII. Record of Hearing

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

VIII. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons will rely in the conduct of serious affairs. A decision by the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Board of Directors shall be in the form of written findings of fact and a written determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Board of Directors decides not to expel, the pupil shall immediately be returned to their educational program.

IX. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student;

and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

X. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

XI. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

XII. Expelled Pupils/Alternative Education

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

XIII. Rehabilitation Plans

Students who are expelled from Excel Academy shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the pupil may reapply to Excel Academy for readmission.

XIV. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Excel Academy's Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to Excel Academy's Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Excel Academy capacity at the time the student seeks readmission.

XV. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

XVI. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to meet attendance requirements is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Independent Study Policy and only after the Charter School follows the requirements of the Independent Study Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

XVII. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

- a. Excel Academy will immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a

disability or student who Excel Academy or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

- a. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change) and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

- a. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Excel Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
 - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
 - iii. If Excel Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
 - iv. If Excel Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
 - v. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Excel Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - vi. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - vii. Return the child to the placement from which the child was removed, unless the parent and Excel Academy agree to a change of placement as part of the modification of the behavioral intervention plan

- viii. If Excel Academy, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then Excel Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

- a. The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Excel Academy if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.
- b. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Excel Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Excel Academy agree otherwise.
- c. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.
- d. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

- a. Excel personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- b. The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
 - i. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- iii. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

- a. The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

- a. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if Excel had knowledge that the student was disabled before the behavior occurred.
- b. Excel shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
 - i. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Excel supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
 - ii. The parent has requested an evaluation of the child; or
 - iii. The child's teacher, or other Excel personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.
- c. If Excel knew the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA- eligible children with disabilities, including the right to stay-put.
- d. If Excel had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Excel shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Excel pending the results of the evaluation.
- e. Excel shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

D. Procedures to Notify Teachers of Dangerous Pupils

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the school will notify the Teacher of Record or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.

15. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.
17. Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or will be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - b. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with their academic performance.
 - d. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - e. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person
 - f. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 1. Posting to or creating a burn page. "Burn page"

2. Creating a credible impersonation of another actual pupil
 3. Creating a false profile
- iii. An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- g. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs.

[Notification of Dangerous Pupils](#)

Employees shall promptly report to the Director or other immediate supervisor any attempted assault, or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Ed. Code 44014)

In addition, employees shall promptly report to the Director or other immediate supervisor, and may report to law enforcement, any attack, assault, or threat made against them at school related functions including, but not limited to:

- Testing sites
- Field Trips
- School Events
- Learning Period Meetings
- Staff Meetings

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian (Ed. Code 48905)

In order to maintain confidentiality when providing information about student offenses to counselors and teachers to which a student is assigned, the Director or designee shall send the staff member a written notification that one of their students has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Director or designee.

[Additional Requirements and Liability as per Ed. Code 49079:](#)

- A. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- B. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- C. Any information received by a teacher or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employee.

E. Discrimination and Harassment

Excel Academy Charter School is committed to protecting its students and staff from the hazards of school and workplace violence, including both physical and verbal threats. Excel Academy has a zero tolerance policy toward threats or acts of violence and will take appropriate disciplinary action against students, parents/guardians and employees who engage in such conduct. It is important that all students, parents/guardians and staff understand the conduct expected at Excel Academy in order to ensure that all parties feel safe.

Students

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

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

Parents/Guardians

The school developed a Civility Policy in light of defining the appropriate conduct for parents/guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption ([Appendix E: Civility Policy](#)).

Staff

Staff conduct is equally important and must exhibit professionalism at all times. Since we consider all school staff to be representatives of Excel Academy, the school outlines standards of conduct for all staff members in the employee handbook and defines expectations surrounding the following areas:

- Workplace violence
- Prohibited conduct
- Physical Contact with Students and Other Staff Members
- Off-duty conduct
- Drug and Alcohol Free Workplace and Awareness Program
- Tobacco Free Workplace
- Punctuality and Attendance

- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Tuition Assistance
- Building Security

For more information about Excel Academy’s policy on staff conduct, refer to [Appendix F: Excerpt from the EACS Employee Handbook “Section III: Standards of Conduct.”](#)

Bullying

Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student’s ability to participate in or benefit from the services, activities, or opportunities offered by the school. The school will establish student safety at all school related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and bullying of any student. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation).

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully (sexually or otherwise), cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a learning center under the jurisdiction of the Director/Principal of CPCS.

Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of “bullying” for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks; see AR 5144.1 – Suspension and Expulsion/Due Process Involuntary Transfer Back to the District of Residence/Due Process.

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person’s safety or that of their family (e.g., placing a person’s picture or address online so that they receives harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Cyber-Bullying

Excel Academy expects all students, teachers, administration and vendors to use electronic communications in a responsible, ethical, and legal manner in order to ensure that offensive, harassing or other communication jeopardizing the integrity of Excel Academy has not been made available to other students.

In communicating via email or in Live Sessions you are agreeing that you will use the email or chatting properly for school, will communicate with faculty and students appropriately, and will not partake in cyber-bullying or any form of harassment.

Harassment and cyber-bullying of or by students or instructors will not be tolerated in the online environment.

Cyber bullying (sexual or non-sexual) is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. This includes threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others. Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cyber sexual bullying includes, but is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

Bullying Prevention, Intervention and Reporting

School staff will have access to SafeSchools online training related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witness an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify an Assistant Director. As appropriate, the Director or the Director's designee, will notify the parents/guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated against, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized.

Disciplinary Action for Students Engaging in Harassment or Cyber-Bullying:

Students who are found engaging in harassing or bullying behavior

- Will have a parent/teacher conference scheduled to discuss the matter and collect and review documentation
- Will receive a warning about possible expulsion for a repeated offense.
- Will be candidates for expulsion dependent on the severity or frequency of the offense.
- Teachers and/or Guidance Counselors will record the documentation in the student's electronic file.

Sexual Harassment

Excel Academy prohibits sexual harassment of school employees and job applicants. The school also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation ([Appendix D : Excerpt from EACS Employee Handbook “Section I: Nondiscrimination Policies”](#))

The Excel Academy Administrative team shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Per AB 1825 and CA Govt. Code Sec. 12950.1, the school will provide supervisory employees within 6 months of their assumption of a supervisory position 2 hours of interactive sexual harassment training and education. Supervisors will be required to complete sexual harassment training every 2 years thereafter.
2. Providing training to all staff on sexual harassment and the sexual harassment school policy, particularly the procedures for filing complaints and employees' duty to use the school's complaint procedures as outlined in the employee handbook.

3. Publicizing and disseminating the school's sexual harassment policy to staff
4. Ensuring prompt, thorough and fair investigation of complaints
5. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any district employee or job applicant who feels that they have been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to Human Resources, supervisor, the director, or the director's designee. An employee may bypass the supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

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

Hate Crime Reporting

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes will take many forms. Incidents may involve but not limited to physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Intervention and Reporting

1. Any student or employee who believes that they are a victim of hate-motivated behavior shall immediately contact the appropriate staff, Director or the Director's designee, or if an employee, Human Resources.

2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Director or the Director's designee, or if regarding another employee, Human Resources. Law enforcement will be notified by the Director or Human Resources if it is determined that a hate-motivated crime occurred.
3. The staff has access to SafeSchools training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

F. Schoolwide Dress Code

Prohibition of gang-related apparel

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

35183.

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) “Gang-related apparel” is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become commonplace upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and

administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress up days and color days. Schools that have adopted school uniforms experience a “coming together feeling,” greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing “gang-related apparel” if the governing board of the school district approves a plan that may be initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months’ notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil’s parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

G. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property, which are ADA compliant. Facilities

shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the school shall maintain a visitor record at both sites to assist in site security. (See Appendix F - Irvine, Technology Office Evacuation Map)

Section 4: Human Resources

Human Resources is responsible for providing staff training and ensuring compliance. The following SafeSchools training courses are available to be assigned to designated employees depending upon their level of responsibility for upholding the school Plan and requirements per the law. Training plans may include one or more of the following:

- Active Shooter
- Workplace Violence
- Crisis Response and Recovery
- Family Reunification
- Incident Command Systems
- Managing the Aftermath of Tragedy
- Terrorism: Awareness and Response
- Supervisor's Role in Safety
- Chemical Spills Overview
- Compressed Gas Safety
- Confined Spaces
- Electrical Safety
- Eye and Face Protection
- Facility Emergencies
- Fall Protection
- Fire and Explosion Hazards
- Fire Extinguisher Safety
- General Safety Orientation
- Lead Safety Awareness
- LGBTIQ+
- Office Ergonomics
- Personal Protective Equipment
- Slips, Trips and Falls
- Stormwater Management Overview
- AED (Automated External Defibrillators)
- Bloodborne Pathogen Exposure Prevention
- Cardiopulmonary Resuscitation (CPR)
- First Aid
- Health Emergencies: Asthma Awareness

- Health Emergencies: Choking and Heimlich Maneuver
- Health Emergencies: Life Threatening Allergies
- Health Emergencies: Overview
- Health Emergencies: Seizures
- HIV/AIDS Awareness
- Sexual Harassment: Staff-to-Staff
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Workplace Bullying: Awareness and Prevention
- Cybersecurity Overview
- Email and Messaging Safety
- Arson Awareness and Prevention
- Safety Basics for Security Staff
- School Intruders
- School Violence: Identifying and Addressing
- Visual Weapons Screening
- Online Safety: Cyberbullying
- Online Safety: Predators
- Online Safety: Threats of Violence
- Online Safety: What Every Educator Needs to Know
- Bullying: Recognition and Response
- Child Abuse: Identification & Intervention
- Child Abuse: Mandatory Reporting
- Awareness
- Hazing
- Making Schools Safe for LGBT Students
- Mandated Reporter: Child Abuse and Neglect
- Youth Suicide: Awareness and Prevention
- Evacuation Planning for Students with Special Needs
- Online Safety: Threats of Violence

Bloodborne Pathogens (BBP)

This policy pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

Treatment of Students

Applicable staff members will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves

by utilizing the kits if they must treat a student. Staff must follow the protocol of the site where the cleanup is needed (test site, field trip, etc.). If a cleanup is needed during a Learning Period Meeting, the teacher facilitator will provide the first aid kit to the parent/guardian for their use. All staff must contact their supervisor when an event requiring the use of their first aid kit was needed. First aid kits will be replaced as necessary.

Procedure

1. In the event of a serious injury resulting in release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All applicable staff will have completed the SafeSchools Bloodborne Pathogens course in order to prevent exposure.
2. Spilled body fluids must not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed by all personnel:
 - Advise the most senior employee on duty. They must be aware of the individual(s) doing the actual clean-up and the purpose of the cleanup.
 - Clean up the spilled fluids as follows:
 - Put on protective gloves
 - Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit
 - Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder Pack. Cover the spill for 15 minutes
 - Use paper towels to pick up material as best possible. Place all potentially contaminated materials in a leak-proof plastic bag.
 - Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof bag
 - Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place in the bag
 - Secure the bag and discard it as other trash
 - Wash hands thoroughly in hot, soapy water
3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director.

H. A Safe and Orderly Environment Conducive to Learning at the School

Law Enforcement Response

The police will arrive to respond to the emergency. Follow these guidelines:

1. Comply with police instructions. The first responding officer will be focused on stopping the active shooter and creating a safe environment for medical assistance to be brought in to aid the injured.
2. When the police arrive at the location:
 - a. Remain calm and follow officer instructions
 - b. Put down any items in hands
 - c. Immediately raise hands and spread fingers
 - d. Keep hands visible at all times
 - e. Avoid making quick movements toward the officers such as attempting to hold onto them for safety
 - f. Avoid pointing, screaming and/or yelling
 - g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which the officers are entering the area or to an area directed
 - h. Notify any Excel Academy administrator of evacuation from the premises
3. When the police arrive, provide the following information is available and applicable:
 - a. Number of shooters
 - b. Number of individual victims and any hostages
 - c. The type of problem causing the situation
 - d. Type and number of weapons possibly in possession of the shooter
 - e. All necessary Excel Academy administrators still in the area as part of the school's emergency management response
 - f. Identity and description of participants, if possible
 - g. Keys to all involved areas as well as floor plans

Post-Incident Action

When the police have determined that the active shooter is under control, the emergency operator will provide a public announcement that the emergency is over using a prearranged code (e.g. "All Clear").

Police Investigation

After the police have secured the premises, the school will arrange to have designated representatives participate in the law enforcement investigation of the incident, including identifying witnesses and providing requested information and documents.

Medical Assistance

The school will designate representatives who will engage with emergency responders who provide medical assistance to injured employees, including ensuring that all required medical benefits and insurance documentation is provided.

Notifications of Relatives

The school will designate a school representative to notify relatives of any injured employees in a timely fashion

OSHA

In the event that there is a fatality or one employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within eight (8) hours. In the event of a hospitalization of one of the employees for treatment, OSHA must be notified within twenty-four (24) hours.

In addition, if the fatality or injury is work-related, the school may have to record the incident within seven (7) calendar days.

To file a report with OSHA, a school representative will call the 24 hour hotline or contact the nearest OSHA office. <https://www.osha.gov/report.html>

Local OSHA California State Plan Offices within the school's service area:

1. Long Beach 562-508-0810
2. Los Angeles 213-576-7451
3. Van Nuys 818-901-5403
4. Santa Ana 714-558-4451

Media

The school will designate a representative who will respond to any media requests for information. Such representatives will carefully consider the nature of any such requests in order to avoid disclosing information about any person that is considered confidential

and protected under Federal and state privacy and medical information laws and regulations and interfering with any ongoing police or internal investigation.

I. Opioid and Fentanyl Use and Overdose Prevention Procedures

The purpose of this section is to protect the health and well-being of all of our students by having procedures in place to prevent and respond to the use and overdose of opioids and fentanyl.

Excel Academy Charter Schools will use the following prevention strategies:

- Distribute safety advice to families regarding drug use and overdose prevention.
- Regularly assess the school climate and address gaps as needed.
- Providing training to staff who facilitate field trips, school events, and other student in-person events.

Responding to Possible Overdose

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of overdose, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If the person does not respond, call 911.

STEP 2: CALL 911 FOR HELP

An opioid overdose needs immediate medical attention. An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, call 911 immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO follow the instructions of the 911 dispatcher.
- DO stay with the person and keep the person warm.

- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person, the person may be unconscious.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

J. Heat Illness Prevention

The purpose of this section is to protect the health and wellbeing of Excel Academy Charter School staff while ever in an outdoor working environment or location; this can include but is not limited to community events, field trips and outdoor learning periods.

Heat illness is described as a serious medical condition resulting from the body's inability to cope with a particular heat load, and includes heat cramps, heat exhaustion, heat syncope, and heat stroke.

The general onset of symptoms can include but is not limited to:

- Heavy sweating
- Painful muscle cramps
- Extreme weakness and/or fatigue
- Nausea and/or vomiting
- Dizziness and/or headache
- Body temperature normal or slightly high
- Fainting
- Pulse fast and weak
- Breathing fast and shallow
- Clammy, pale, cool, and/or moist skin

Best practices to avoid exposure to heat induced illness is to:

- Heed and be mindful of whether information and high heat risk alerts and warnings prior to arriving
- Remain hydrated and bring extra water
- Consider wearing cooling clothing or layering for the ability for cooldown
- Remain aware of areas of shade and comfortable seating
- Take preventative cool-down rest periods
- Report when you are feeling onset of any symptoms listed above

If an employee exhibits signs or reports symptoms of heat illness while taking a preventative cool-down rest or during a preventative cool-down rest period, the employer shall provide appropriate first aid or emergency response according to his section.

- All employees at the work location can act as designated authorized personnel to call for emergency medical services.

Emergency Response Procedures states the following:

- Emergency Response Procedures. The Employer shall implement effective emergency response procedures including:
 - Ensuring that effective communication by voice, observation, or electronic means is maintained so that employees at the work site can contact a supervisor or emergency medical services when necessary. An electronic device, such as a cell phone or text messaging device, may be used for this purpose only if reception in the area is reliable. If an electronic device will not furnish reliable communication in the work area, the employer will ensure a means of summoning emergency medical services.
 - Responding to signs and symptoms of possible heat illness, including but not limited to first aid measures and how emergency medical services will be provided.
 - If a supervisor observes, or any employee reports, any signs or symptoms of heat illness in any employee, the supervisor shall take immediate action commensurate with the severity of the illness.
 - If the signs or symptoms are indicators of severe heat illness (such as, but not limited to, decreased level of consciousness, staggering, vomiting, disorientation, irrational behavior or convulsions), the employer must implement emergency response procedures.
 - An employee exhibiting signs or symptoms of heat illness shall be monitored and shall not be left alone or sent home without being offered onsite first aid and/or being provided with emergency medical services in accordance with the employer's procedures.
 - Contacting emergency medical services and, if necessary, transporting employees to a place where they can be reached by an emergency medical provider.
 - Ensuring that, in the event of an emergency, clear and precise directions to the work site can and will be provided as needed to emergency responders.

K. Extreme Weather Conditions

Extreme Weather:

Severe weather conditions such as heavy snowfall, blizzard, hurricane, tornado, extreme heat wave, flash flooding, wind or other significant weather events that pose a substantial risk to employee safety.

Weather Watch:

An advisory from the National Weather Service indicating the potential for severe weather within a specified time frame.

Weather Warning:

An immediate alert from the National Weather Service signifying severe weather is occurring or is imminent.

Responsibilities:

Management:

- Monitor weather forecasts and issue alerts to employees when necessary.
- Determine if facility closure is required based on weather conditions and communicate the decision promptly.
- Provide employees with information on safety procedures during extreme weather events.
- Ensure employees have access to emergency supplies and designated safe areas within the workplace.

Employees:

- Stay informed about weather updates through company communication channels.
- Report any concerns regarding safety due to weather conditions to their supervisor immediately.
- Follow instructions from management regarding work adjustments or facility closures during extreme weather.
- Take necessary precautions to ensure personal safety when commuting to and from work during severe weather.

Procedures:

Weather Monitoring:

- Designated personnel will actively monitor weather forecasts from reliable sources, including the National Weather Service.
- If a weather watch is issued, management will assess the situation and communicate potential actions to employees.

Decision Making:

- When a weather warning is issued, management will make a decision to either:
 - **Continue operations:** Employees should take extra precautions and follow safety guidelines.
 - **Partial closure:** Certain departments or employees may be allowed to leave early or work from home depending on the situation.
 - **Full facility closure:** If conditions are deemed too dangerous, the facility will be closed, and employees will be instructed to stay home.

Communication:

- All communication regarding extreme weather conditions will be made through [communication channels, such as email, company intranet, text alerts].
- Employees should be informed of the decision regarding facility closure as soon as possible.

Employee Safety During Extreme Weather:

- **Severe Storms:** Employees should seek shelter in designated safe areas, away from windows and large objects.
- **Heat Waves:** Ensure adequate hydration and take frequent breaks in cool areas.
- **Flooding:** Avoid driving through flooded areas and follow evacuation procedures if necessary.

Reporting and Documentation:

- Any incidents related to extreme weather conditions should be reported to the supervisor immediately.
- Management will document all weather-related decisions and actions taken for future reference.

L. Cardiac Arrest

- Call 911: Call emergency services immediately
- Check for response: Make sure the person is unconscious and not breathing
- Perform CPR: Push down firmly and quickly in the center of the chest at a rate of 100–120 compressions per minute
- Designated Staff Use an AED: If available, turn on the AED and follow the prompts
- Continue CPR: Continue CPR until the person starts breathing or moving, or until someone with more advanced training takes over

Workplace Violence Prevention (WVP)

Excel Academy Charter School's Workplace Violence Prevention Plan is designed to proactively address, educate, and equip EACS staff with the necessary resources to manage situations involving workplace violence. Our commitment is to foster a safe environment by strictly prohibiting employee retaliation, rigorously assessing potential workplace hazards, and clearly communicating comprehensive strategies for reporting, responding to, and managing incidents of workplace violence.

Identifying Workplace Violence

What Is Workplace Violence?

Per Labor Code section 6401.9, "workplace violence" is defined as any act of violence or threat of violence that occurs in a place of employment. This includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The four types of workplace violence defined in Labor Code section 6401.9.

Note: "Workplace violence" does not include lawful acts of self-defense or defense of others.

Examples: physical assault, verbal threat, written statement, including texts, electronic messages, social media messages, or other online posts.

Types of Workplace Violence?

Type 1 Violence: Criminal Intent

Workplace violence committed by a person who has no legitimate business at the worksite. Includes violent acts by anyone who enters the workplace or approaches workers with the intent to commit a crime.

Example: Active Shooters

Type 2 Violence: Customer/Client Workplace

Violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Example: Customer becomes violent while being served by the business.

Type 3 Violence: Worker-On-Worker

Workplace violence against an employee by a present or former employee, supervisor, or manager.

Examples: Employee becomes physically aggressive with supervisor. Employee brings a gun to work.

Type 4 Violence: Personal Relationship

Workplace violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee

Example: Violence by employee's spouse or domestic partner

Accepting and responding to reports of workplace violence

It is imperative that any threats of workplace violence are reported to the Workplace Violence Committee without delay. Employees have multiple reporting options available to them, including email, anonymous Google form, or by phone. The anonymity provided by the form is designed to protect employees from any possible retaliation.

Committee members who are present on-site must stay vigilant and attentive to any communications from the property management company that may pertain to potential threats to either the building or its vicinity. Should there be an immediate threat or danger, it will be addressed in accordance with the procedures established in the mandatory training or as detailed in the workplace violence response plan.

Employee workplace violence training and communication

The staff of Excel Academy Charter School will be tasked with the annual obligation to undertake training, which will be delivered through a combination of training videos, quizzes, and questionnaires. It is the responsibility of the staff to thoroughly review the

emergency response plan on an annual basis and provide their signature to confirm their understanding and agreement to comply with the outlined procedures.

Employees can anticipate receiving annual training, as well as being invited to contribute to the development and implementation processes through regular quick surveys and assessments on workplace violence.

Workplace violence hazard assessments

Both on-site and off-site committees are tasked with carrying out monthly hazard assessments. These assessments are comprehensive, including, but not limited to, perimeter checks, building inspections, maintenance reviews, staff inventories, and briefings on recent workplace conflicts. Committee members are required to review and discuss any recent reports, instances, or suspicions of threatening behavior. Additionally, members from both on-site and off-site committees are obligated to maintain and complete a monthly safety and compliance log, ensuring all aspects of the workplace environment are continuously monitored and evaluated for safety and compliance.

Onsite Committee Chair:

Anne Cesario

Office Manager

acesario@excelacademy.education

Offsite Committee Chair:

Megan Anderson

Director of Human Resources

manderson@excelacademy.education

Plan details and examples of potential exposure to liability will be thoroughly documented and collected through the completion of workplace violence surveys. These surveys will be mandatory for all staff, whether working on-site or off-site, and will play a crucial role in assisting workplace safety committees in effectively assessing and mitigating risks and dangers in the workplace.

Handling and Reporting Workplace Violence Reports

The Excel Academy Charter School Committee members will be responsible for reviewing all potential and submitted reports of workplace violence. The Chair will be responsible for intercepting and reviewing all potential and submitted reports of

workplace hazards and potential violence and assess procedural awareness for all staff members. The Chair will assess the severity and nature of the claim and take immediate action for the safety of on-site team members. All submissions will remain anonymous and no adverse action or retaliation can be held toward any staff bringing forth potential hazard. Excel Academy Charter School reserves the right to investigate all claims and ensures the right in reporting against retaliation.

Employee Compliance

All staff at Excel Academy Charter School are mandated to undergo annual workplace violence training. This comprehensive training encompasses a series of educational videos followed by a quiz and a questionnaire. Upon successful completion, staff members are required to submit a confirmation receipt, which will be filed in their employment records annually. This training is integral to our annual mandatory training requirements. Please be advised that non-compliance or failure to participate in this training may lead to disciplinary measures, including the possibility of termination of the employment contract.

Staff Communication

Depending on the severity and urgency of the claim, the Chair will utilize suitable communication methods to promptly advise and inform all relevant staff members. In the case of a severe and immediate threat, an evacuation of the location or implementation of a lockdown procedure will be initiated. Communication channels such as phone calls, text messages, and emails will be employed based on the severity and nature of the potential threat.

Emergency Response

In the event of an immediate and severe threat, on-site staff are directed to promptly contact emergency services by dialing 9-1-1 and to initiate lockdown procedures without delay.

Should there be a severe but non-immediate threat, providing on-site staff with sufficient time to react, they may be instructed to evacuate the premises. Evacuation routes and procedures are detailed in the Appendix of the Injury and Illness Prevention Program (IIPP). Alternatively, staff may be advised to proceed with their daily work activities from a secure remote location, ensuring their safety while maintaining operational continuity.

Procedure to Identify

Included in annual processes all staff will be asked to complete a workplace violence survey. We will gain the insight of our staff to target and expose potential threats. Each year the committee and chair will review the submission data from staff surveys and develop response policies in relation to violent scenarios.

On-Site Safety checks will be completed on a monthly basis by onsite committee members and reviewed by the committee chair. Adjustments and revisions will be made monthly as needed in response to safety checks. On-site committee members will use workplace violence safety checklists and log to compete and monitor monthly safety environments. This plan along with annual training and safety checks will begin June 1, 2024.

Whenever a new hazard is identified, prompt procedures should be in place to correct workplace violence hazards that have been evaluated. Following an incident, there should be clear procedures for response and investigation. To ensure ongoing safety, the plan should be reviewed annually and whenever a deficiency is observed or becomes apparent.

Incident Report

In the case of workplace violence, a comprehensive report must be meticulously prepared and subsequently reviewed by the Committee Chair. The report should encompass the following critical elements:

- The date, time, and specific location of the incident.
- The classification of workplace violence, categorized as Type 1, 2, 3, and/or 4.
- An exhaustive description of the incident.
- Identification of the perpetrator(s) involved in the violence.
- The circumstances prevailing at the time of the incident.
- The exact location within the workplace where the incident unfolded.
- Detailed characteristics of the incident, including but not limited to physical attacks, involvement of weapons, threats, sexual assault, incidents involving animals, or other relevant events.
- The aftermath of the incident, specifically mentioning any engagement with law enforcement agencies.
- The measures implemented to safeguard employees from future threats or hazards.
- The details of the individual who documented the incident, including their name, job title, and the date on which the report was finalized.

It is imperative to note that employers are required to omit any personal identifying information that could potentially reveal the identity of any individual involved in a violent incident.

****Training Employees on Workplace Violence:****

Employers bear the responsibility of providing effective training on workplace violence. It is essential that the training materials are comprehensible, tailored to align with the employees' levels of education, reading proficiency, and language. This ensures that all employees are adequately informed and prepared to handle situations involving workplace violence.

Incident Follow Up

After violent incidents occur, the Committee Chair will implement procedures to timely correct workplace violence hazards that have been identified and evaluated. These procedures include a plan for post-incident response and investigation to prevent future incidents from occurring. Additionally, these procedures will be reviewed on an annual basis, as well as when a deficiency is observed or becomes apparent, and especially after a workplace violence incident.

Necessary procedures for employee health and safety as required by the Division and Standards Board are incorporated into the workplace violence prevention plan. This plan is in effect at all times and in all work areas, and is specific to the hazards and corrective measures for each work area and operation. The written plan is included as a stand-alone section in the written injury and illness prevention program required by the Division and Standards Board.

Requirements of labor Code 6401.9.

Applicable Regulations Can Be Found in the California Code of Regulations (CCR), Title 8 Sections Listed Below:

[California Senate Bill 553](#) text: *Occupational safety: workplace violence: restraining orders and workplace violence prevention plan.*

Requirements for every employer to establish, implement, and maintain a written [Injury and Illness Prevention Program \(IIPP\): California Code of Regulations, title 8, Section 3203](#)

Requirements for workplace violence prevention in Health Care: [California Code of Regulations, title 8, Section 3342 \(Violence Prevention in Health Care\)](#)

Requirements of reporting serious injuries/illnesses and fatalities as a result of workplace violence as required by 342: [California Code of Regulations, title 8, section 342](#)

Requirement for employers to record work-related fatalities, injuries, and illnesses: [California Code of Regulations, title 8, section 14300 \(Employer Records-Log 300\)](#)

Appendices




Appendix A: Emergency Contact Information in Paycom

1. Login into the Employee Portal in Paycom
2. Click “Information”
3. Under Address and Contact Information, enter Emergency Contact Information and click “Update”

Time Management Time-Off Requests **Information** Payroll Documents Checklists Company Information Learning

Address and Contact Information

Emergency Contacts

Emergency Contact 1	Emergency Contact 2
Emergency Phone Number * 	Emergency Phone Number
Emergency Contact Name * 	Emergency Contact Name
Relationship to the Employee * 	Relationship to the Employee

Emergency Contact 3

Emergency Phone Number

Emergency Contact Name

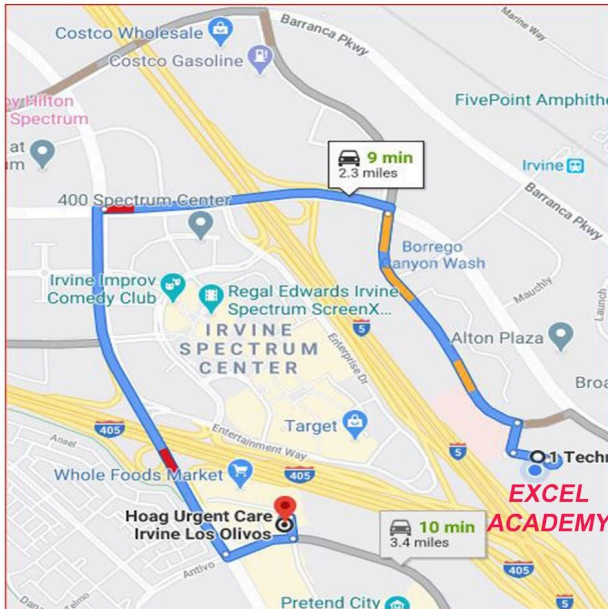
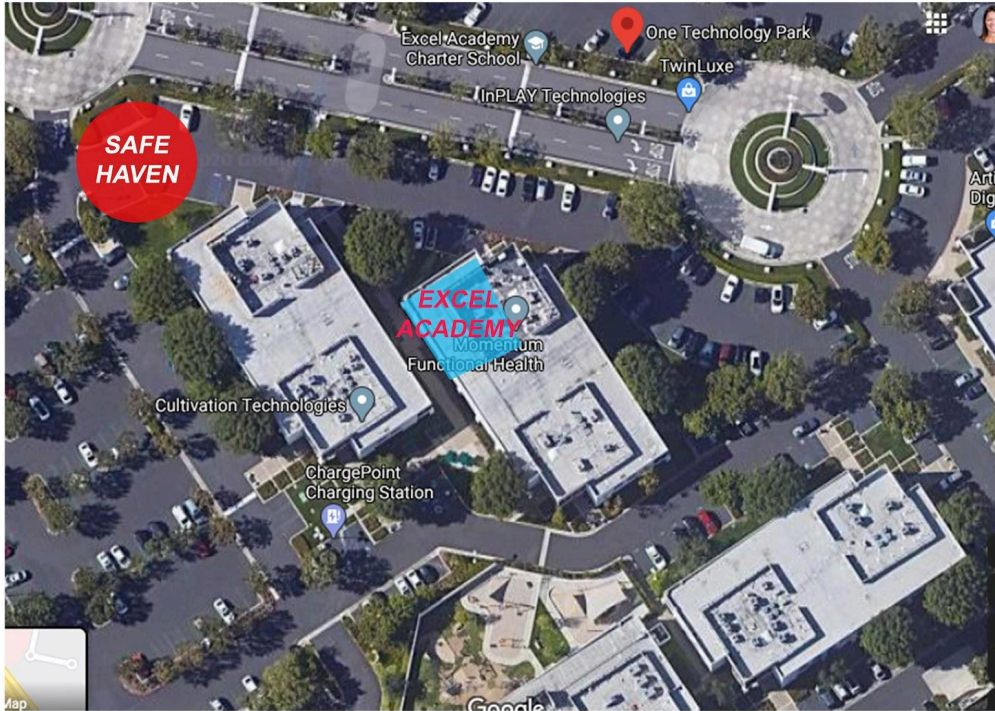
Relationship to the Employee

Appendix B: Irvine Executive Office Evacuation Map

In any hostile situation every individual should try to remain calm. If it becomes necessary to evacuate the Excel Academy office, exit the building safely and make your way to the safe haven (parking lot area in front of building J-see aerial map) as quickly as possible. Staff will gather on the lawn in front of the building. Call 911 as soon as you are clear of any danger (natural or otherwise).

If trapped inside the building, lock the main/front doors if possible and retreat to one of the interior offices together. Lock that door, barricade it with any heavy objects, turn off the lights, silence all cell phones and call 911.

IN CASE OF EVACUATION DUE TO FIRE, NATURAL DISASTER OR OTHER- ALL EMPLOYEES AND GUESTS PLEASE MEET AT SAFE HAVEN AREA INDICATED ON THIS MAP.



**Phone number for Hoag Urgent Care
949-557-0600
Hours: 8am-8pm (M-F)
8am-5pm (Sat/Sun)**

Hostage situation in main lobby (Building I):

If a hostage is held against their will in the lobby, the other employees in the private interior offices must close and lock their doors immediately, barricade their door with one of the large desks and call 911 immediately.

Hostage situation in one of the private interior offices:

If a parent or visitor is able to hold one of the employees hostage in their own private office, any employee who is able must evacuate quickly through the main office door, and get to the Safe Haven (South East end of parking lot - see map) and immediately call 911. Staff will gather on the lawn in front of the building.

If the other employees are unable to escape out the front door, they must close and lock their private, interior doors immediately, barricade their door, turn out the lights, silence their phones/pagers, and call 911.

Natural Disasters:

In southern California, the most likely natural disaster is an earthquake. In the event that an earthquake occurs at the Main Office, the following actions shall be taken:

1. Individuals must implement the Drop, Cover, and Hold action. Each individual must:
 - **Drop** to the ground. For those individuals who are physically unable to drop to the ground, they must remain seated and cover their heads with their arms and hands
 - **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows
 - **Hold** on to table or chair legs
 - Remain in the drop position until ground movement ends
2. Assess the situation
 - Severe structural damage
 - Fire
 - Toxic spill
 - Injuries (Render first aid if necessary)
3. Evacuate the room if necessary
4. For additional emergency treatment, call 911 immediately.

Concentra Urgent Care Address: 15751 Rockfield Blvd. (see map)

Please report any office or building damage to the Office Manager.

Appendix C: Child Abuse Report Form

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS				Street	City	Zip	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT?			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS				Street	City	Zip	
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
D. INVOLVED PARTIES	VICTIM'S SIBLINGS							
	1. NAME		BIRTHDATE	SEX	ETHNICITY	3. NAME		
	2. _____		_____		4. _____		_____	
	VICTIM'S PARENTS/GUARDIANS							
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	HOME PHONE	BUSINESS PHONE	
SUSPECT								
SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS		Street	City	Zip	TELEPHONE			
OTHER RELEVANT INFORMATION								
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Appendix D: Excerpt from EACS Employee Handbook: “Section I: Nondiscrimination Policies”

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to have the most highly qualified people in every position. School policy prohibits unlawful discrimination based on actual or perceived race, color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age, ethnicity, national origin or ancestry, citizenship, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. Discrimination will also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

The School’s management is responsible for adherence to this policy. But in the final analysis, attainment of The School’s goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of all of you.

The School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws.

Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The School does not discriminate on the basis of sex in the educational program or activity which it operates, including employment in such programs and activities.

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

Ms. Megan Anderson, Director of Human Resources
Title IX/Uniform Complaint Procedure Coordinator
(714) 336-4220
manderson@excelacademy.education
1 Technology Dr, Ste I-811

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

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

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

B. Disability Accommodation

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

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

in an interactive process with the employee to identify possible accommodations, if any, which will help the applicant or employee perform the job. An applicant or employee who requires accommodation due to a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) must also contact the HR department and discuss the need for accommodation. If the accommodation is reasonable and will not impose an undue hardship, the School will work to make the accommodation.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment and abusive conduct as that term may be defined by statute or regulation then in effect at the time of the conduct. School policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on actual or perceived race, color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age, ethnicity, national origin or ancestry, citizenship, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation. All such conduct violates school policy. The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, customers, independent contractors and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

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

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by company policy.
- Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender will amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

The School is committed to compliance with all applicable laws providing equal employment opportunities and is dedicated to ensuring a culture free of harassment. This commitment applies to all persons involved in School operations and prohibits unlawful discrimination by any employee of the School, including supervisors and coworkers as well as prohibiting harassment and prohibited conduct.

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

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

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows). You may at any time contact your HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible and appropriate action taken where warranted. Complaints made in good faith will in no way be held against the employee.

Sexual Harassment

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

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

(1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.

(2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.

(3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

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

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

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

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

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

(1) The campus or school grounds of the local agency.

(2) Properties controlled or owned by the local agency.

(3) Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

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

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against another individual is in violation of this policy and subject to disciplinary action up to and including dismissal. Leads, managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort must be made to sensitize themselves and their employees to the differences between purely social overtones and those intended to affect working conditions. Also, employees are responsible for respecting the rights of their co-workers. Any employee who feels they have been harassed or retaliated against, or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their immediate supervisor, Human Resources, the CEO or Title IX Coordinator and Coordinator for Nondiscrimination in Employment. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainer must complain to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure without fear of reprisal.

Reporting

The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment. Supervisors, co-workers, and third parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Protected groups under the law include the following:

- Age (40 and over)
- Ancestry
- Color
- Religious Creed (including religious dress and grooming practices)
- Denial of Family and Medical Care Leave
- Disability (mental and physical) including HIV and AIDS
- Marital Status
- Medical Condition (cancer and genetic characteristics)
- Genetic Information

- Military and Veteran Status
- National Origin (including language use restrictions)
- Race
- Sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding)
- Gender, Gender Identity, and Gender Expression
- Sexual Orientation

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

Investigation/Complaint Procedure

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

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

Informal Procedure

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

Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct must discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action will be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances. If a party to a complaint does not agree with its resolution, that party may appeal to the CEO.

Retaliation

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

Conclusion

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

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

Appendix E: Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for the students and staff while maintaining individual rights to freedom of expression.

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

- using an inappropriately loud voice;
- using profane, vulgar, or obscene words or gestures;
- belittling, jeering, or taunting;
- using personal epithets;
- using violent or aggressive gestures or body-language;
- repeatedly and inappropriately interrupting another speaker;
- repeatedly demanding personal attention at inappropriate times;
- purposefully and inappropriately invading personal space;
- purposefully ignoring appropriate communications;
- wrongfully interfering with another person's freedom of movement;
- wrongfully invading another person's private possessions; or;
- any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how they responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Appendix F: Excerpt from the EACS Employee Handbook: “Section III: Standards of Conduct”

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

A. Freedom from Violence

The School is concerned about violence in society. The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other employee. The School will also not condone any acts or threats of violence against school employees or customers while engaged in business with or on behalf of the School.

The School has developed guidelines to help maintain a secure workplace. It is important to be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to the Executive Director or their designee. Secure the desk or office at the end of the day. When called away from the work area for an extended length of time, do not leave valuable and/or personal articles in or around the workstation that may be accessible. The security of facilities as well as the welfare of the employees depends upon the alertness and sensitivity of every individual to potential security risks.

The employee must immediately notify the Executive Director or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

In keeping with the spirit and intent of this policy, and to ensure that the School’s objective in this regard is attained, it is the commitment of the School:

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

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

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

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

In furtherance of this policy, employees have a "duty to warn" their supervisors or human resources representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. This includes, for example, threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like. Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. The School will not condone any form of retaliation against any employee for making a report under this policy.

B. Prohibited Conduct

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

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

- Falsifying employment records, employment information, or other School records;
- Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
- Recording the work time of another employee or allowing any other employee to record another employee's work time, or falsifying any time card, either one's own or another employee's;
- Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
- Removing or borrowing School property without prior authorization;
- Unauthorized use or misuse of School equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on School property;
- Participating in horseplay or practical jokes on School time or on School premises;
- Carrying firearms or any other dangerous weapons on School premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating, or participating in a disruption of any kind during working hours on School property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a colleague;
- Using abusive, threatening or intimidating language at any time on School premises;
- Failing to notify a supervisor when unable to report to work;
- Unreported absence of three (3) days;
- Failing to obtain permission to leave work for any reason during normal working hours;
- Failing to observe working schedules, including rest and lunch periods;
- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Making or accepting personal telephone calls, including cell phone calls, of more than three minutes in duration during working hours, except in cases of emergency or extreme circumstances;
- Working overtime without authorization or refusing to work assigned overtime;
- Violation of dress standards;

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

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

C. Physical Contact with Students and Other Staff Members

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

The following forms of touching are never appropriate:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting student on one's lap (grades 3-8)
- Touching buttocks, chests or genital areas
- Pushing a person or another person's body part (other than in self-defense, defense of another, or property)
- Showing affection in isolated areas
- Wrestling with students or other staff members
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massages
- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in

a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

Restraining a child who is trying to engage in violent or inappropriate behavior may also be permitted. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. The victim may also choose to bring civil or criminal charges against the violator. This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or children with a disability, touching is more appropriate. A touch for the purpose of helping (i.e.: cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances. It is impossible to define each and every instance when touching is inappropriate. Teachers and staff members must apply the rules of common sense in the circumstances they find themselves.

D. Off-duty Conduct

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

E. Drug and Alcohol Free Workplace and Awareness Program

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination.

The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community and students. Use of these substances whether on or off the job will adversely affect an employee's work performance, efficiency, safety, and health and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

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

- Drive a company vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
- Sell or purchase an illegal or controlled substance, including while on the job, on the School's property, or in the presence of students;
- Possess or use alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
- Be under the influence of alcohol or an illegal or controlled substance while on the job, or on the School's property

The School will establish a drug-free awareness program to inform employees about:

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

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offence to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency. As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute occurring in the workplace. Such notification must be made no more than five (5) calendar days after the conviction. The School may, as required by applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

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

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

F. Tobacco Free Workplace

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all VAPE products.

G. Punctuality and Attendance

You are part of a team, and getting the work done depends on everyone being in the right place at the right time. As an employee, you must be conscientious about your attendance and punctuality at work. Attendance is also an important measure of your overall performance on the job. Employees are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for students and fellow employees. To avoid conflict with the daily operations of the School, employees must schedule personal affairs outside of regular working hours. When an employee is absent, others must perform their assigned work. Employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times.

If the employee is unable to report for work on any particular day, they must under all but the most extenuating circumstances call their supervisor or Human Resources at least one hour before the time they are scheduled to begin working on that day, and must obtain approval for their absence from the Executive Director or designee. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

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

If the employee fails to report for work without any notification to their supervisor or to Human Resources and the absence continues for a period of three days, the School will consider it a voluntary resignation unless a written medical excuse is provided by a physician to determine that the employee has abandoned their employment.

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

H. Professionalism

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

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

- Communicate with parents regularly.
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in their work and enjoy doing their very best.

The employee may not bring their own children to school events (learning plan meetings, CAASPP testing, school meetings, etc.) unless they are participants in the events or it is a general school event open to all students or employee families. The Executive Director or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Each employee must report to work properly groomed and dressed in professional attire. Employees are expected to dress appropriately and in a manner consistent with the nature of the work performed.

Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

Violation of the dress code is determined by the Executive Director or designee. The Executive Director or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law.

J. Gifts to Employees

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

K. Fee and Cash Collection


No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be

approved by the Executive Director. The Executive Director will supervise the collection of all fees and will be responsible for managing the receipts with student services Purchasing. Teaching staff and students are not permitted to do fundraising or fee collection; rather, all financial transactions must be coordinated with the Executive Director. Teachers and staff are not permitted to conduct personal sales or fundraising (such as Avon, bath/beauty products, etc.). Cash and/or checks must not be stored or locked in staff offices or desks.

L. Building Security

All employees who are issued keys to the office are responsible for their safekeeping. These employees will sign a Building Key Disbursement form upon receiving the key. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the Executive Director or CEO.

Appendix G: CAASPP Testing Security Form



EXCEL ACADEMY'S CAASPP TEST SECURITY FORM (ONE per family)

Family's Last Name _____

Test Site/Location _____ **ToR Name** _____

Student Information **Cell Phone at Test Site Y/N**

Student's Name _____ Grade _____ Y or N

Student's Name _____ Grade _____ Y or N

Student's Name _____ Grade _____ Y or N

Student's Name _____ Grade _____ Y or N

Parent's Name _____ **Cell Phone #** _____

List student's name and allergies (if applicable) and important details for test site lead.

In case of an emergency, please contact _____

Phone Number(s) _____

The following individual(s) have my permission to drop off/pick up my child(ren).

1. Name _____ Phone _____

2. Name _____ Phone _____

if you have a high school student that will be driving to the test site on his/her own, and wish to allow your student to sign in/out for himself/herself, please complete this portion.

_____ My high school student has my permission to sign himself/herself in and out.

_____ My high school student has my permission to sign his/her siblings in and out.

NOTE - I understand that cell phones/smart watches might be collected at the start of each testing day and returned to the student(s) at the end of each testing day. Cell phones/smart watches must be turned off during testing. For safety purposes, I understand that backpacks are not allowed. Please bring lunch/snack in a clear bag.

Parent's Signature _____ **Date** _____

Appendix H: Triage Guidelines

Immediate Classification

These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

After assignment to the immediate classification, the students are then further divided into two additional groups. The two subgroups are the immediate life threatened, and the potentially life threatened. Injury patterns seen in this group include:

- Head injuries with decreasing level of consciousness:
- Airway/chest injuries with associated cardiorespiratory or respiratory compromise:
- Shock associated with hemorrhage:
- Blunt or penetrating abdominal trauma;
- Life threatening fractures such as femur, pelvic, etc.
- Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.

Medical problems assigned to the immediate classification include:

- Chest pain not associated with blunt trauma:
- Suspected hypo/hyperglycemia:
- Unconscious without associated trauma:
- Obstetrical problems:
- Seizures with or without trauma:
- Hysterics requiring isolation from others:
- Hypothermia
- Hyperthermia

Delayed Classification

Anyone in this classification is considered to be a lower priority victim. Since this is a two-tiered system, the “delayed” group is a catchall for any victims other than those who are life-threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

- Serious injuries, non-life-threatening, including:
 - Fractures with distal pulse
 - Serious lacerations requiring repair
 - Third-degree burns less than 25% BSA
 - Second-degree burns of any percentage
 - Injuries to the eye
 - Spinal cord injuries

- Minor injuries requiring first aid treatment only and the non-injured. This group will be transported to an ambulatory holding or evacuation center. They do not need to tie up hospital facilities.
- The dead at the scene. These are sent to a common morgue area.
- Critically injured, seriously life-threatening, non-salvable patients.

Appendix I: Suicide Prevention

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

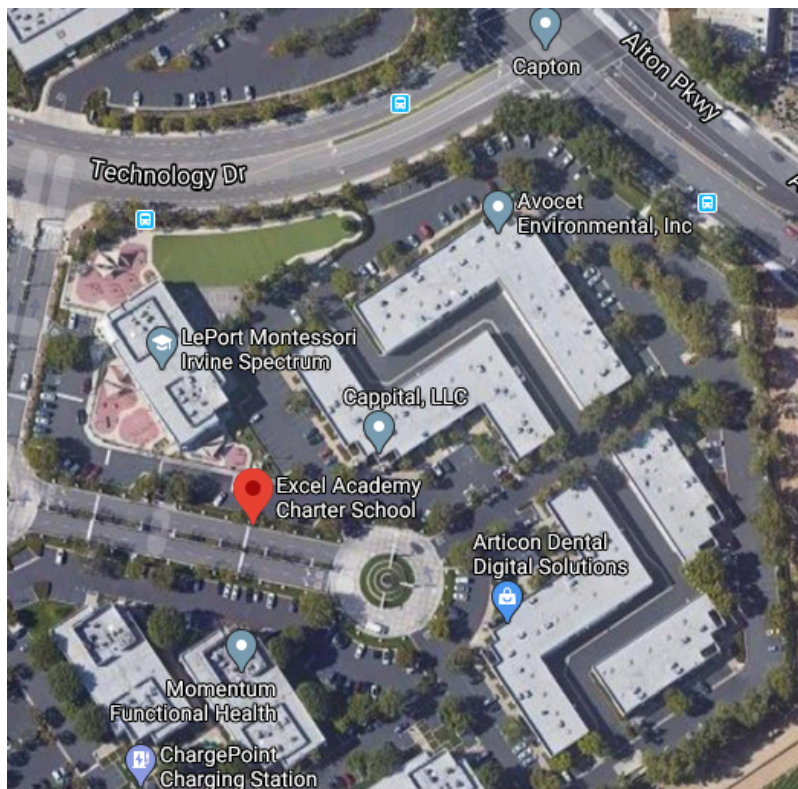
Do's

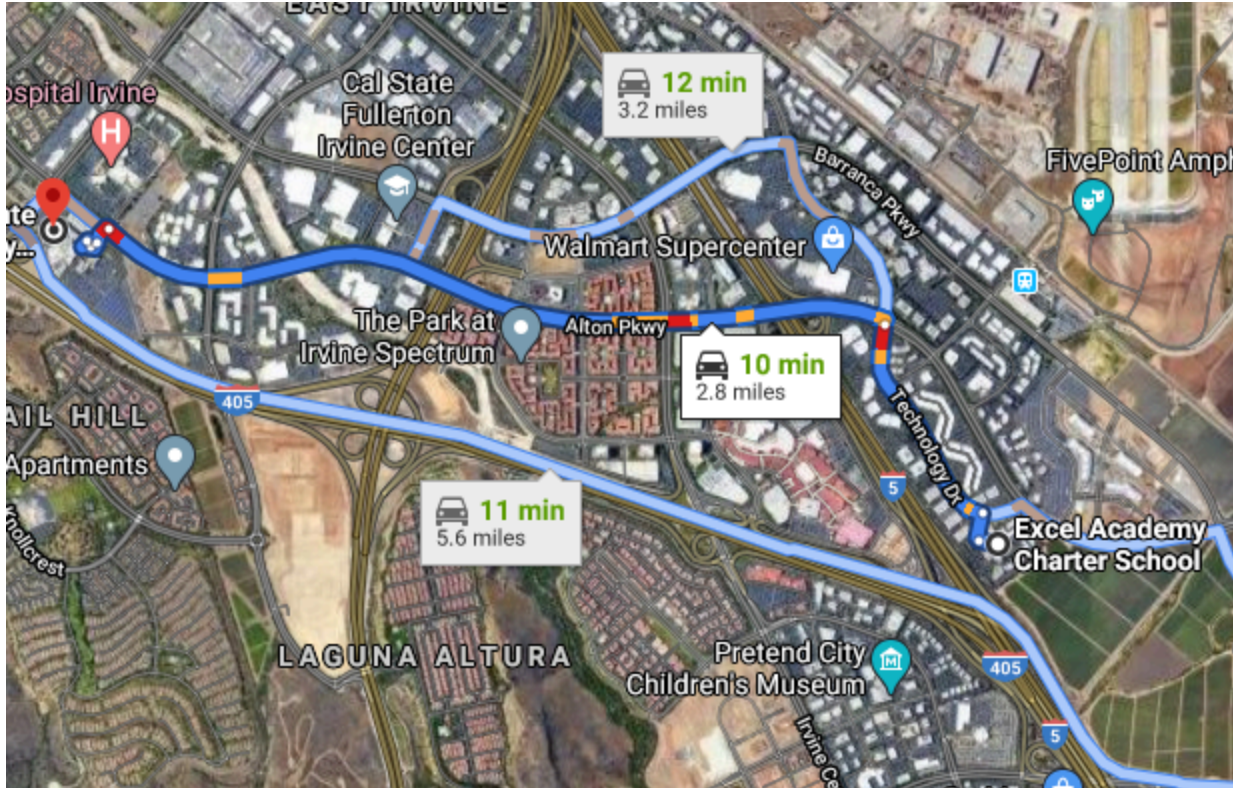
- **Listen** to what the person is saying and take suicidal threats seriously. Many times a person may be looking for just that assurance.
- **Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- **Ask** whether the person is really thinking about suicide. If the answer is "YES," ask how they plan to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- **Get Help** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- **Stay** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- **Don't** leave the person alone for even a minute.
- **Don't** act shocked or be sworn to secrecy.

- **Don't** underestimate or brush aside a suicide threat (“You won't really do it; you're not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you must not add to the burden.
- **Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You must, therefore, stay involved until you get help.
- **Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting them to a trained professional. Under no circumstances must you attempt to counsel the person.





Appendix J: Excel Academy Office Contact Information

School Year: 2021-2022

Site Name: Excel Academy Charter School

Purpose: Main Excel Academy Offices

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

Phone: (949) 387-7822

Website: www.excelacademy.education

Email: admissions@excelacademy.education

Site Description:

- Monday through Friday 7am to 4:30pm. Closed all Federal holidays.

Property Managed by:

The Irvine Company
7525 Irvine Center Drive

Irvine, CA 92618
M-F 8am-5:30pm
949-398-8900

24 Hour Security & After Hours: (866) 234-9851
Hazardous Material Reporting: (714) 433-6240
Orange County Fire Authority: (714) 573-6000
Irvine Police Dept. (949) 724-7200
Poison Control (949) 222-1222

Appendix K: Emergency Contact Phone Numbers

1. POISON CONTROL HOTLINE.....(800) 222-1222
2. LA COUNTY DISASTER HOTLINE..... (800) 980-4990
3. AMERICAN RED CROSS.....(661) 267-0650
4. SOUTHERN CALIFORNIA EDISON.....(800) 611-1911
5. SUBURBAN PROPANE.....(661) 942-5117
6. LOS ANGELES COUNTY WATERWORKS.....(877) 637-3661
7. ORANGE COUNTY SHERIFF'S DEPT..... (714) 647-7000
8. LA COUNTY SHERIFF'S DEPARTMENT..... (213) 229-1700

Appendix L: Incident Report



California Pacific Charter Schools • Community Collaborative Schools
Keppel Partnership Academy

EXCEL ACADEMY INCIDENT REPORT

Circle Location of Incident: School Office Test Site Field Trip

Name of Test Site or Field Trip: _____

Date of Incident:	Student's Name:	Grade:
DOB:	Education Specialist:	School:
Description of Incident:		
Student's signs and symptoms:		
If allergic reaction, actions taken before medication was administered:		
Actions taken, if NOT allergic reaction:		

Person (and title) who called 911:	Time of call to 911:
Medication administered (if allergic reaction):	Dose:
Route:	Time:
Student's response to medication (if allergic reaction):	
Other Medications administered (if allergic reaction):	Dose:
Route:	Time:
Other Interventions or occurrences (if any):	
Time paramedics arrived:	Incident information given by (to paramedics):
Time emergency contact was notified (parent/guardian/etc.):	Name of emergency contact (Parent/guardian/etc.):
Method of notification (phone, text, email, in-person, etc.):	Emergency contact notified by:
Time person was transported to emergency room:	

Parent contacted (phone or in person)	Parent Name:
Parent contact on...	Date: Time:
Report completed by (Print clearly):	
Report completed by (Signature):	
Report completed on (Date):	



Comprehensive Injury, Illness, and Safety Plan

2025-2026

Main Excel Academy Office Line: 949-387-7822

Administration

Heidi Gasca, Executive Director

Board of Directors

William Hall, Board President

Michael Humphrey, Board Vice President

Steve Fraire, Board Clerk

Susan Houle, Board Member

Larry Alvarado, Board Member

EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

Part 1 and 2 Comprehensive Safety Plan Draft 0119

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

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

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Section I: Program Plan Purpose

Purpose

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

Objective

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

Nondiscrimination and Fair Treatment of Pupils

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

Conduct

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

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

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

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

Plan Elements

The Excel Academy School Plan contains the following elements:

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

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

Criminal Background Check

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

Section II: Program Policies

A. Child Abuse Reporting

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

Duty to Report

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

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

Definitions:

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

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

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

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

Legal Responsibility and Liability:

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

Child Protective Services Hotlines

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

Sheriff's Offices Contact Information

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

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

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

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

Child Abuse Training Requirement:

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

B. Routine & Emergency Disaster Procedures

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

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

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

Required Training and Resources for All Employees

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

Professional Development/Staff Meetings

Biannual staff meetings are conducted.

Guidelines for Student and Staff Dismissal

Student Dismissal

Is this for Field Trips?

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

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

Staff Dismissal

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

Executive Director Responsibilities

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

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

Responsibilities

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

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

Fire

Building Fire

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

Student Catching Fire

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

Testing Site

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

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

Relocation/Evacuation/Refuge

Relocation/Evacuation from the School Office

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

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

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

Relocation/Evacuation from a public meeting space, business or home

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

Bomb Threat

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

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

- The Executive Director

- The Sheriff's Department
- The Fire Department

Bioterrorism/Hazardous Materials/Chemical Accident

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

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

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

During a Biological Threat

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

Follow these guidelines during a biological threat:

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

- If your symptoms match those described and you are in the group considered at risk, immediately seek emergency medical attention.
 - Follow instructions of doctors and other public health officials, expect to receive medical evaluation if necessary
-
- In a declared biological emergency or developing epidemic avoid crowds
 - Wash your hands with soap and water frequently.
 - Do not share food or utensils.

After a Biological Threat

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

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

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

Chemical Emergencies

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

Before a Chemical Emergency

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

During a Chemical Emergency

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

- Take immediate action to get yourself and students/parents away.
- Get out of the building without passing through the contaminated area, if possible.

- If you can't get out of the building or find clean air without passing through the affected area, move as far away as possible and **shelter-in-place**.
- Contact 911 as soon as it is safe to do so.
- Contact a school administrator to inform them of the situation.

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

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

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

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

After a Chemical Emergency

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

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

Decontamination guidelines are as follows:

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

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

Earthquake

Earthquake Procedures Indoors

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

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

If at a testing site:

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

Earthquake Procedures Outdoors

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

1. Move away from overhead hazards such as power lines, trees, and buildings.
2. Drop to the ground in the kneeling position and cover the back of your neck with your hands.
3. Do not enter any buildings until it is safe to do so.

4. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.
5. Once the earthquake has stopped, proceed to the evacuation assembly area designated by the building manager or law enforcement.
6. The teacher will check roll, report any missing students, and remain with the students unless given an alternative assignment.
7. Follow all instructions from law enforcement

Flood

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

Basic Safety Tips (source: Ready.gov)

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

Flood Watch = Be Aware

Conditions are right for flooding to occur in your area.

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

Flood Warning = Take Action

Flooding is either happening or will happen shortly.

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

After a Flood

1. Return to your home/office only when authorities say it is safe.
2. Be aware of areas where flood waters have receded and watch out for debris. Floodwaters often erode roads and walkways.
3. Do not attempt to drive through areas that are still flooded.

4. Avoid standing water as it may be electrically charged from underground or downed power lines.

Power Failure/Blackout

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

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

In Preparation for a Power Outage:

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

During a Power Outage:

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

Be Safe AFTER

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

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

Intruders/Solicitors/Weapons/Assault/Hostage

School Director and Human Resources

1. Maintain current staff emergency contact information in HR/Payroll System
2. Develop site emergency plans and protocol as well as communicate plans to staff
3. If facilities owned by Excel Academy, clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
4. Provide a first aid kit including flashlights and a window breaker
5. Provide safety training as needed

Designee

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

All Additional Office Staff

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

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

Executive Director or director's designee

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

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

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

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

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

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

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

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

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

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

School employees or test site proctors will:

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

Procedure (All Locations):

1. Evacuate- If there is an accessible escape path, attempt to evacuate the premises following these recommendations:
 - a. Have an escape route and plan in mind
 - b. Evacuate regardless of whether others agree to follow
 - c. Leave belongings behind

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

Lockdown Sample Situations

1. The school has been informed that a crime has been committed near the school and the criminal has not been apprehended. There is no specific reason to believe that the criminal will come to the school.
2. The Sheriff's Department has informed the school that an armed and dangerous person is in the vicinity of the school and all precautions must be taken.
3. The school has received a direct credible threat that someone intends to do harm to one or more persons at the school.
4. Information has been received by the school that a non-custodial parent is coming to try to take a student away from the test site
5. A person not having legitimate business has been seen loitering in the vicinity of the school, please first try and relocate to a safer location and contact authorities. Try to avoid contact with the individual.

Testing Site Lockdown

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

The assigned designee shall:

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

Lockdown Procedures

The assigned designee will:

1. Notify the Sheriff's Department
2. Notify the Executive Director or designee of the *Lockdown* as soon as possible
3. Assign an employee to monitor the main entrance(s) to allow legitimate visitors to enter

4. Notify the proctors in the fastest possible manner that a *Lockdown* has been called
5. Notify parents of the lockdown status
6. Will set up a 10 minute break release schedule (situation allowing), if the *Lockdown* continues during teachers break or lunch period
7. Delay dismissal until it is safe for students to exit
8. Will inform all staff that the *Lockdown* has ended, once it has been determined that the dangerous situation no longer exists

Proctors will:

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

Excel Academy employee will: Notify the Executive Director or designee

Explosion

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

During an Explosion:

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

10. Once you reach a safe area, contact 911 to report the emergency.
11. Contact a school administrator to inform them of the situation.

After an Explosion:

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

TOR's Responsibilities:

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

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

Gas/Fumes

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

Main Office

The main Excel Academy office is located in a rented facility that does not have an emergency plan (Appendix P: Sites Utilized by Excel Academy-Contact Information). Based on a site map, the school developed an emergency evacuation plan ([Appendix F: Excel Academy Office Evacuation Map](#)). The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of a first aid kits is outlined as follows:

Response to Public Relief Agencies Using Excel Academy Facilities

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

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

Learning Period Meetings

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

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

Testing Sites

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

Excel Academy conducts testing at various sites. Because these venues are not owned by Excel Academy, the Assessment Lead will make an effort to obtain the site plans from

the venue and bring awareness to the staff of all site-specific emergency plans. Developing clear roles of responsibility, providing emergency student information to staff, and maintaining first aid training and kits is outlined as follows:

Assessment Lead (AL) Responsibilities

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

Assessment Site Designee

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

Staff/Teacher of Record/Proctor Responsibilities

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

Student Information

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

3. CAASPP Site Security forms contain student specific allergy and medical alerts

Site Supplies

First Aid

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

Emergency Preparedness

1. Maintain emergency food and water

Student Information

1. Assessment Lead Manual - Safety protocol and procedures listed, testing protocol, CAASPP test site security form
- 2.

Parent/Guardian Responsibilities

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

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

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

Field Trips & Overnight/Drop-Off Field Trips

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

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

Field Trip Coordinator

1. Train ToRs and ensure they follow all responsibilities as outlined in the field trip policy and in the bullets listed below.
2. Maintain a current list of all chaperones and students on site
3. Identify the method of communication between Field Trip Coordinator and chaperones in the event of unforeseen events(assign designee if not present)
4. Provide necessary safety trainings if applicable

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

Field Trip Coordinator will be expected to:

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

Teacher of Record Chaperone Responsibilities:

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

Parent/Guardian Responsibilities:

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

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

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

1. Field trip permission slips and liability waiver forms

Parents will be expected to:

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

Student will be expected to:

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

Chaperone:

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

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

4. The school and vendor's emergency evacuation procedures
5. Have Field Trip Coordinator's cell phone programmed into their cell phone
6. All chaperones on a group text in case of an emergency or evacuation
7. Made aware of the check in and out procedures and their role in the process

Chaperone will be expected to:

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

Additional Resources

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

C. Suspension/Expulsion Policies and Procedures

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

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

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

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

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

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

Policy:

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

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform them of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Outline of Responsibilities that May Result in Involuntary Removal

Attendance:

The credentialed teacher of record awards attendance in accordance with applicable law and based on two criteria:

1. The overall amount of learning completed/attained and
2. That some learning occurred on each date of attendance. As indicated in the Governing Board independent study policy, once a student has three missed assignments during a given learning period, the student is no longer in good standing. For purposes of attendance, three assignments are defined as 30% of the assigned learning for the given learning period. The student must complete at least 70% of the learning for that period and must be able to demonstrate that learning to the teacher of record in order to remain in good standing. The credentialed teacher of record uses their professional determination to assign the percent of learning that occurred. Additionally, the student must bring a work sample that aligns to their learning in each of the courses in which the student is enrolled.

Additionally, the student and parent/guardian must attend all scheduled learning period meetings. Missing a meeting results in zero attendance being awarded and a second meeting must be scheduled within five days to evaluate if attendance may be claimed.

I. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity; or school attendance occurring at any time including, but not limited to (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, or while going to or coming from a school-sponsored activity.

II. Enumerated Offenses

1. Discretionary Suspension Offenses

1. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping, e-cigarettes and betel. This section does not prohibit the use of their own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear of their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the

Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
2. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has been reasonably predicted to have the effect of one or more of the following:
- a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - b. Causing a reasonable student to experience substantial interference with their academic performance.
 - c. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
3. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

- reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iv. An act of cyber sexual bullying.
 - v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - vi. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence

For a pupil subject to discipline under this section, the Executive Director may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior.

2. Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessing, selling, or otherwise furnishing any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code 48900(n).

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self- defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping devices, electronic cigarettes, pills and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:

- i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or will be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding the subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - d. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- e. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessing, selling, or otherwise furnishing any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
- d. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code 48900(n).

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and their parent and whenever practical, the teacher, supervisor or Excel Academy employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" is one that involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within (2) two school days unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Excel Academy officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date and time the student may return to school following suspension. This notice shall state the specific offense committed by the student and include notice of any due process rights regarding suspension or expulsion. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The total number of days of suspension shall not exceed twenty (20) school days per year. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil must be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

IV. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student will be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Charter School Board of Directors following a hearing before it. The Board of Directors may be presided over by a designated neutral hearing chairperson. The Board of Directors may make the final determination whether or not to expel the student.

V. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student will be expelled. Unless postponed for good cause, the hearing may be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

The hearing may be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

VI. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

1. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
3. Excel Academy must also provide the victim a room separate from the hearing room for the complaining witnesses use prior to and during breaks in testimony.

4. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
5. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the witness stand.
8. If one or both of the support persons is also a witness, Excel Academy must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
9. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances will be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

VII. Record of Hearing

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

VIII. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons will rely in the conduct of serious affairs. A decision by the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Board of Directors shall be in the form of written findings of fact and a written determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Board of Directors decides not to expel, the pupil shall immediately be returned to their educational program.

IX. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student;

and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

X. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

XI. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

XII. Expelled Pupils/Alternative Education

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

XIII. Rehabilitation Plans

Students who are expelled from Excel Academy shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the pupil may reapply to Excel Academy for readmission.

XIV. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Excel Academy's Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to Excel Academy's Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Excel Academy capacity at the time the student seeks readmission.

XV. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

XVI. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to meet attendance requirements is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Independent Study Policy and only after the Charter School follows the requirements of the Independent Study Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

XVII. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

- a. Excel Academy will immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a

disability or student who Excel Academy or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

- a. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change) and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

- a. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Excel Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
 - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
 - iii. If Excel Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
 - iv. If Excel Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
 - v. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Excel Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - vi. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - vii. Return the child to the placement from which the child was removed, unless the parent and Excel Academy agree to a change of placement as part of the modification of the behavioral intervention plan

- viii. If Excel Academy, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then Excel Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

- a. The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Excel Academy if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.
- b. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Excel Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Excel Academy agree otherwise.
- c. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.
- d. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

- a. Excel personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- b. The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
 - i. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- iii. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

- a. The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

- a. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if Excel had knowledge that the student was disabled before the behavior occurred.
- b. Excel shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
 - i. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Excel supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
 - ii. The parent has requested an evaluation of the child; or
 - iii. The child's teacher, or other Excel personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.
- c. If Excel knew the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA- eligible children with disabilities, including the right to stay-put.
- d. If Excel had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Excel shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Excel pending the results of the evaluation.
- e. Excel shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

D. Procedures to Notify Teachers of Dangerous Pupils

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the school will notify the Teacher of Record or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.

15. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.
17. Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or will be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - b. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with their academic performance.
 - d. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - e. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person
 - f. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 1. Posting to or creating a burn page. "Burn page"

2. Creating a credible impersonation of another actual pupil
 3. Creating a false profile
- iii. An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- g. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs.

[Notification of Dangerous Pupils](#)

Employees shall promptly report to the Director or other immediate supervisor any attempted assault, or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Ed. Code 44014)

In addition, employees shall promptly report to the Director or other immediate supervisor, and may report to law enforcement, any attack, assault, or threat made against them at school related functions including, but not limited to:

- Testing sites
- Field Trips
- School Events
- Learning Period Meetings
- Staff Meetings

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian (Ed. Code 48905)

In order to maintain confidentiality when providing information about student offenses to counselors and teachers to which a student is assigned, the Director or designee shall send the staff member a written notification that one of their students has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Director or designee.

[Additional Requirements and Liability as per Ed. Code 49079:](#)

- A. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- B. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- C. Any information received by a teacher or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employee.

E. Discrimination and Harassment

Excel Academy Charter School is committed to protecting its students and staff from the hazards of school and workplace violence, including both physical and verbal threats. Excel Academy has a zero tolerance policy toward threats or acts of violence and will take appropriate disciplinary action against students, parents/guardians and employees who engage in such conduct. It is important that all students, parents/guardians and staff understand the conduct expected at Excel Academy in order to ensure that all parties feel safe.

Students

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

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

Parents/Guardians

The school developed a Civility Policy in light of defining the appropriate conduct for parents/guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption ([Appendix E: Civility Policy](#)).

Staff

Staff conduct is equally important and must exhibit professionalism at all times. Since we consider all school staff to be representatives of Excel Academy, the school outlines standards of conduct for all staff members in the employee handbook and defines expectations surrounding the following areas:

- Workplace violence
- Prohibited conduct
- Physical Contact with Students and Other Staff Members
- Off-duty conduct
- Drug and Alcohol Free Workplace and Awareness Program
- Tobacco Free Workplace
- Punctuality and Attendance

- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Tuition Assistance
- Building Security

For more information about Excel Academy’s policy on staff conduct, refer to [Appendix F: Excerpt from the EACS Employee Handbook “Section III: Standards of Conduct.”](#)

Bullying

Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student’s ability to participate in or benefit from the services, activities, or opportunities offered by the school. The school will establish student safety at all school related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and bullying of any student. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation).

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully (sexually or otherwise), cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a learning center under the jurisdiction of the Director/Principal of CPCS.

Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of “bullying” for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks; see AR 5144.1 – Suspension and Expulsion/Due Process Involuntary Transfer Back to the District of Residence/Due Process.

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person’s safety or that of their family (e.g., placing a person’s picture or address online so that they receives harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Cyber-Bullying

Excel Academy expects all students, teachers, administration and vendors to use electronic communications in a responsible, ethical, and legal manner in order to ensure that offensive, harassing or other communication jeopardizing the integrity of Excel Academy has not been made available to other students.

In communicating via email or in Live Sessions you are agreeing that you will use the email or chatting properly for school, will communicate with faculty and students appropriately, and will not partake in cyber-bullying or any form of harassment.

Harassment and cyber-bullying of or by students or instructors will not be tolerated in the online environment.

Cyber bullying (sexual or non-sexual) is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. This includes threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others. Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cyber sexual bullying includes, but is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

Bullying Prevention, Intervention and Reporting

School staff will have access to SafeSchools online training related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witness an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify an Assistant Director. As appropriate, the Director or the Director's designee, will notify the parents/guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated against, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized.

Disciplinary Action for Students Engaging in Harassment or Cyber-Bullying:

Students who are found engaging in harassing or bullying behavior

- Will have a parent/teacher conference scheduled to discuss the matter and collect and review documentation
- Will receive a warning about possible expulsion for a repeated offense.
- Will be candidates for expulsion dependent on the severity or frequency of the offense.
- Teachers and/or Guidance Counselors will record the documentation in the student's electronic file.

Sexual Harassment

Excel Academy prohibits sexual harassment of school employees and job applicants. The school also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation ([Appendix D : Excerpt from EACS Employee Handbook “Section I: Nondiscrimination Policies”](#))

The Excel Academy Administrative team shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Per AB 1825 and CA Govt. Code Sec. 12950.1, the school will provide supervisory employees within 6 months of their assumption of a supervisory position 2 hours of interactive sexual harassment training and education. Supervisors will be required to complete sexual harassment training every 2 years thereafter.
2. Providing training to all staff on sexual harassment and the sexual harassment school policy, particularly the procedures for filing complaints and employees' duty to use the school's complaint procedures as outlined in the employee handbook.

3. Publicizing and disseminating the school's sexual harassment policy to staff
4. Ensuring prompt, thorough and fair investigation of complaints
5. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any district employee or job applicant who feels that they have been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to Human Resources, supervisor, the director, or the director's designee. An employee may bypass the supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

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

Hate Crime Reporting

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes will take many forms. Incidents may involve but not limited to physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Intervention and Reporting

1. Any student or employee who believes that they are a victim of hate-motivated behavior shall immediately contact the appropriate staff, Director or the Director's designee, or if an employee, Human Resources.

2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Director or the Director's designee, or if regarding another employee, Human Resources. Law enforcement will be notified by the Director or Human Resources if it is determined that a hate-motivated crime occurred.
3. The staff has access to SafeSchools training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

F. Schoolwide Dress Code

Prohibition of gang-related apparel

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

35183.

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) “Gang-related apparel” is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become commonplace upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and

administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress up days and color days. Schools that have adopted school uniforms experience a “coming together feeling,” greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing “gang-related apparel” if the governing board of the school district approves a plan that may be initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months’ notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil’s parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

G. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property, which are ADA compliant. Facilities

shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the school shall maintain a visitor record at both sites to assist in site security. (See Appendix F - Irvine, Technology Office Evacuation Map)

Section 4: Human Resources

Human Resources is responsible for providing staff training and ensuring compliance. The following SafeSchools training courses are available to be assigned to designated employees depending upon their level of responsibility for upholding the school Plan and requirements per the law. Training plans may include one or more of the following:

- Active Shooter
- Workplace Violence
- Crisis Response and Recovery
- Family Reunification
- Incident Command Systems
- Managing the Aftermath of Tragedy
- Terrorism: Awareness and Response
- Supervisor's Role in Safety
- Chemical Spills Overview
- Compressed Gas Safety
- Confined Spaces
- Electrical Safety
- Eye and Face Protection
- Facility Emergencies
- Fall Protection
- Fire and Explosion Hazards
- Fire Extinguisher Safety
- General Safety Orientation
- Lead Safety Awareness
- LGBTIQ+
- Office Ergonomics
- Personal Protective Equipment
- Slips, Trips and Falls
- Stormwater Management Overview
- AED (Automated External Defibrillators)
- Bloodborne Pathogen Exposure Prevention
- Cardiopulmonary Resuscitation (CPR)
- First Aid
- Health Emergencies: Asthma Awareness

- Health Emergencies: Choking and Heimlich Maneuver
- Health Emergencies: Life Threatening Allergies
- Health Emergencies: Overview
- Health Emergencies: Seizures
- HIV/AIDS Awareness
- Sexual Harassment: Staff-to-Staff
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Workplace Bullying: Awareness and Prevention
- Cybersecurity Overview
- Email and Messaging Safety
- Arson Awareness and Prevention
- Safety Basics for Security Staff
- School Intruders
- School Violence: Identifying and Addressing
- Visual Weapons Screening
- Online Safety: Cyberbullying
- Online Safety: Predators
- Online Safety: Threats of Violence
- Online Safety: What Every Educator Needs to Know
- Bullying: Recognition and Response
- Child Abuse: Identification & Intervention
- Child Abuse: Mandatory Reporting
- Awareness
- Hazing
- Making Schools Safe for LGBT Students
- Mandated Reporter: Child Abuse and Neglect
- Youth Suicide: Awareness and Prevention
- Evacuation Planning for Students with Special Needs
- Online Safety: Threats of Violence

Bloodborne Pathogens (BBP)

This policy pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

Treatment of Students

Applicable staff members will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves

by utilizing the kits if they must treat a student. Staff must follow the protocol of the site where the cleanup is needed (test site, field trip, etc.). If a cleanup is needed during a Learning Period Meeting, the teacher facilitator will provide the first aid kit to the parent/guardian for their use. All staff must contact their supervisor when an event requiring the use of their first aid kit was needed. First aid kits will be replaced as necessary.

Procedure

1. In the event of a serious injury resulting in release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All applicable staff will have completed the SafeSchools Bloodborne Pathogens course in order to prevent exposure.
2. Spilled body fluids must not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed by all personnel:
 - Advise the most senior employee on duty. They must be aware of the individual(s) doing the actual clean-up and the purpose of the cleanup.
 - Clean up the spilled fluids as follows:
 - Put on protective gloves
 - Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit
 - Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder Pack. Cover the spill for 15 minutes
 - Use paper towels to pick up material as best possible. Place all potentially contaminated materials in a leak-proof plastic bag.
 - Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof bag
 - Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place in the bag
 - Secure the bag and discard it as other trash
 - Wash hands thoroughly in hot, soapy water
3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director.

H. A Safe and Orderly Environment Conducive to Learning at the School

Law Enforcement Response

The police will arrive to respond to the emergency. Follow these guidelines:

1. Comply with police instructions. The first responding officer will be focused on stopping the active shooter and creating a safe environment for medical assistance to be brought in to aid the injured.
2. When the police arrive at the location:
 - a. Remain calm and follow officer instructions
 - b. Put down any items in hands
 - c. Immediately raise hands and spread fingers
 - d. Keep hands visible at all times
 - e. Avoid making quick movements toward the officers such as attempting to hold onto them for safety
 - f. Avoid pointing, screaming and/or yelling
 - g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which the officers are entering the area or to an area directed
 - h. Notify any Excel Academy administrator of evacuation from the premises
3. When the police arrive, provide the following information is available and applicable:
 - a. Number of shooters
 - b. Number of individual victims and any hostages
 - c. The type of problem causing the situation
 - d. Type and number of weapons possibly in possession of the shooter
 - e. All necessary Excel Academy administrators still in the area as part of the school's emergency management response
 - f. Identity and description of participants, if possible
 - g. Keys to all involved areas as well as floor plans

Post-Incident Action

When the police have determined that the active shooter is under control, the emergency operator will provide a public announcement that the emergency is over using a prearranged code (e.g. "All Clear").

Police Investigation

After the police have secured the premises, the school will arrange to have designated representatives participate in the law enforcement investigation of the incident, including identifying witnesses and providing requested information and documents.

Medical Assistance

The school will designate representatives who will engage with emergency responders who provide medical assistance to injured employees, including ensuring that all required medical benefits and insurance documentation is provided.

Notifications of Relatives

The school will designate a school representative to notify relatives of any injured employees in a timely fashion

OSHA

In the event that there is a fatality or one employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within eight (8) hours. In the event of a hospitalization of one of the employees for treatment, OSHA must be notified within twenty-four (24) hours.

In addition, if the fatality or injury is work-related, the school may have to record the incident within seven (7) calendar days.

To file a report with OSHA, a school representative will call the 24 hour hotline or contact the nearest OSHA office. <https://www.osha.gov/report.html>

Local OSHA California State Plan Offices within the school's service area:

1. Long Beach 562-508-0810
2. Los Angeles 213-576-7451
3. Van Nuys 818-901-5403
4. Santa Ana 714-558-4451

Media

The school will designate a representative who will respond to any media requests for information. Such representatives will carefully consider the nature of any such requests in order to avoid disclosing information about any person that is considered confidential

and protected under Federal and state privacy and medical information laws and regulations and interfering with any ongoing police or internal investigation.

I. Opioid and Fentanyl Use and Overdose Prevention Procedures

The purpose of this section is to protect the health and well-being of all of our students by having procedures in place to prevent and respond to the use and overdose of opioids and fentanyl.

Excel Academy Charter Schools will use the following prevention strategies:

- Distribute safety advice to families regarding drug use and overdose prevention.
- Regularly assess the school climate and address gaps as needed.
- Providing training to staff who facilitate field trips, school events, and other student in-person events.

Responding to Possible Overdose

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of overdose, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If the person does not respond, call 911.

STEP 2: CALL 911 FOR HELP

An opioid overdose needs immediate medical attention. An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, call 911 immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO follow the instructions of the 911 dispatcher.
- DO stay with the person and keep the person warm.

- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person, the person may be unconscious.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

J. Heat Illness Prevention

The purpose of this section is to protect the health and wellbeing of Excel Academy Charter School staff while ever in an outdoor working environment or location; this can include but is not limited to community events, field trips and outdoor learning periods.

Heat illness is described as a serious medical condition resulting from the body's inability to cope with a particular heat load, and includes heat cramps, heat exhaustion, heat syncope, and heat stroke.

The general onset of symptoms can include but is not limited to:

- Heavy sweating
- Painful muscle cramps
- Extreme weakness and/or fatigue
- Nausea and/or vomiting
- Dizziness and/or headache
- Body temperature normal or slightly high
- Fainting
- Pulse fast and weak
- Breathing fast and shallow
- Clammy, pale, cool, and/or moist skin

Best practices to avoid exposure to heat induced illness is to:

- Heed and be mindful of whether information and high heat risk alerts and warnings prior to arriving
- Remain hydrated and bring extra water
- Consider wearing cooling clothing or layering for the ability for cooldown
- Remain aware of areas of shade and comfortable seating
- Take preventative cool-down rest periods
- Report when you are feeling onset of any symptoms listed above

If an employee exhibits signs or reports symptoms of heat illness while taking a preventative cool-down rest or during a preventative cool-down rest period, the employer shall provide appropriate first aid or emergency response according to his section.

- All employees at the work location can act as designated authorized personnel to call for emergency medical services.

Emergency Response Procedures states the following:

- Emergency Response Procedures. The Employer shall implement effective emergency response procedures including:
 - Ensuring that effective communication by voice, observation, or electronic means is maintained so that employees at the work site can contact a supervisor or emergency medical services when necessary. An electronic device, such as a cell phone or text messaging device, may be used for this purpose only if reception in the area is reliable. If an electronic device will not furnish reliable communication in the work area, the employer will ensure a means of summoning emergency medical services.
 - Responding to signs and symptoms of possible heat illness, including but not limited to first aid measures and how emergency medical services will be provided.
 - If a supervisor observes, or any employee reports, any signs or symptoms of heat illness in any employee, the supervisor shall take immediate action commensurate with the severity of the illness.
 - If the signs or symptoms are indicators of severe heat illness (such as, but not limited to, decreased level of consciousness, staggering, vomiting, disorientation, irrational behavior or convulsions), the employer must implement emergency response procedures.
 - An employee exhibiting signs or symptoms of heat illness shall be monitored and shall not be left alone or sent home without being offered onsite first aid and/or being provided with emergency medical services in accordance with the employer's procedures.
 - Contacting emergency medical services and, if necessary, transporting employees to a place where they can be reached by an emergency medical provider.
 - Ensuring that, in the event of an emergency, clear and precise directions to the work site can and will be provided as needed to emergency responders.

K. Extreme Weather Conditions

Extreme Weather:

Severe weather conditions such as heavy snowfall, blizzard, hurricane, tornado, extreme heat wave, flash flooding, wind or other significant weather events that pose a substantial risk to employee safety.

Weather Watch:

An advisory from the National Weather Service indicating the potential for severe weather within a specified time frame.

Weather Warning:

An immediate alert from the National Weather Service signifying severe weather is occurring or is imminent.

Responsibilities:

Management:

- Monitor weather forecasts and issue alerts to employees when necessary.
- Determine if facility closure is required based on weather conditions and communicate the decision promptly.
- Provide employees with information on safety procedures during extreme weather events.
- Ensure employees have access to emergency supplies and designated safe areas within the workplace.

Employees:

- Stay informed about weather updates through company communication channels.
- Report any concerns regarding safety due to weather conditions to their supervisor immediately.
- Follow instructions from management regarding work adjustments or facility closures during extreme weather.
- Take necessary precautions to ensure personal safety when commuting to and from work during severe weather.

Procedures:

Weather Monitoring:

- Designated personnel will actively monitor weather forecasts from reliable sources, including the National Weather Service.
- If a weather watch is issued, management will assess the situation and communicate potential actions to employees.

Decision Making:

- When a weather warning is issued, management will make a decision to either:
 - **Continue operations:** Employees should take extra precautions and follow safety guidelines.
 - **Partial closure:** Certain departments or employees may be allowed to leave early or work from home depending on the situation.
 - **Full facility closure:** If conditions are deemed too dangerous, the facility will be closed, and employees will be instructed to stay home.

Communication:

- All communication regarding extreme weather conditions will be made through [communication channels, such as email, company intranet, text alerts].
- Employees should be informed of the decision regarding facility closure as soon as possible.

Employee Safety During Extreme Weather:

- **Severe Storms:** Employees should seek shelter in designated safe areas, away from windows and large objects.
- **Heat Waves:** Ensure adequate hydration and take frequent breaks in cool areas.
- **Flooding:** Avoid driving through flooded areas and follow evacuation procedures if necessary.

Reporting and Documentation:

- Any incidents related to extreme weather conditions should be reported to the supervisor immediately.
- Management will document all weather-related decisions and actions taken for future reference.

L. Cardiac Arrest

- Call 911: Call emergency services immediately
- Check for response: Make sure the person is unconscious and not breathing
- Perform CPR: Push down firmly and quickly in the center of the chest at a rate of 100–120 compressions per minute
- Designated Staff Use an AED: If available, turn on the AED and follow the prompts
- Continue CPR: Continue CPR until the person starts breathing or moving, or until someone with more advanced training takes over

Workplace Violence Prevention (WVP)

Excel Academy Charter School's Workplace Violence Prevention Plan is designed to proactively address, educate, and equip EACS staff with the necessary resources to manage situations involving workplace violence. Our commitment is to foster a safe environment by strictly prohibiting employee retaliation, rigorously assessing potential workplace hazards, and clearly communicating comprehensive strategies for reporting, responding to, and managing incidents of workplace violence.

Identifying Workplace Violence

What Is Workplace Violence?

Per Labor Code section 6401.9, "workplace violence" is defined as any act of violence or threat of violence that occurs in a place of employment. This includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The four types of workplace violence defined in Labor Code section 6401.9.

Note: "Workplace violence" does not include lawful acts of self-defense or defense of others.

Examples: physical assault, verbal threat, written statement, including texts, electronic messages, social media messages, or other online posts.

Types of Workplace Violence?

Type 1 Violence: Criminal Intent

Workplace violence committed by a person who has no legitimate business at the worksite. Includes violent acts by anyone who enters the workplace or approaches workers with the intent to commit a crime.

Example: Active Shooters

Type 2 Violence: Customer/Client Workplace

Violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Example: Customer becomes violent while being served by the business.

Type 3 Violence: Worker-On-Worker

Workplace violence against an employee by a present or former employee, supervisor, or manager.

Examples: Employee becomes physically aggressive with supervisor. Employee brings a gun to work.

Type 4 Violence: Personal Relationship

Workplace violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee

Example: Violence by employee's spouse or domestic partner

Accepting and responding to reports of workplace violence

It is imperative that any threats of workplace violence are reported to the Workplace Violence Committee without delay. Employees have multiple reporting options available to them, including email, anonymous Google form, or by phone. The anonymity provided by the form is designed to protect employees from any possible retaliation.

Committee members who are present on-site must stay vigilant and attentive to any communications from the property management company that may pertain to potential threats to either the building or its vicinity. Should there be an immediate threat or danger, it will be addressed in accordance with the procedures established in the mandatory training or as detailed in the workplace violence response plan.

Employee workplace violence training and communication

The staff of Excel Academy Charter School will be tasked with the annual obligation to undertake training, which will be delivered through a combination of training videos, quizzes, and questionnaires. It is the responsibility of the staff to thoroughly review the

emergency response plan on an annual basis and provide their signature to confirm their understanding and agreement to comply with the outlined procedures.

Employees can anticipate receiving annual training, as well as being invited to contribute to the development and implementation processes through regular quick surveys and assessments on workplace violence.

Workplace violence hazard assessments

Both on-site and off-site committees are tasked with carrying out monthly hazard assessments. These assessments are comprehensive, including, but not limited to, perimeter checks, building inspections, maintenance reviews, staff inventories, and briefings on recent workplace conflicts. Committee members are required to review and discuss any recent reports, instances, or suspicions of threatening behavior. Additionally, members from both on-site and off-site committees are obligated to maintain and complete a monthly safety and compliance log, ensuring all aspects of the workplace environment are continuously monitored and evaluated for safety and compliance.

Onsite Committee Chair:

Anne Cesario

Office Manager

acesario@excelacademy.education

Offsite Committee Chair:

Megan Anderson

Director of Human Resources

manderson@excelacademy.education

Plan details and examples of potential exposure to liability will be thoroughly documented and collected through the completion of workplace violence surveys. These surveys will be mandatory for all staff, whether working on-site or off-site, and will play a crucial role in assisting workplace safety committees in effectively assessing and mitigating risks and dangers in the workplace.

Handling and Reporting Workplace Violence Reports

The Excel Academy Charter School Committee members will be responsible for reviewing all potential and submitted reports of workplace violence. The Chair will be responsible for intercepting and reviewing all potential and submitted reports of

workplace hazards and potential violence and assess procedural awareness for all staff members. The Chair will assess the severity and nature of the claim and take immediate action for the safety of on-site team members. All submissions will remain anonymous and no adverse action or retaliation can be held toward any staff bringing forth potential hazard. Excel Academy Charter School reserves the right to investigate all claims and ensures the right in reporting against retaliation.

Employee Compliance

All staff at Excel Academy Charter School are mandated to undergo annual workplace violence training. This comprehensive training encompasses a series of educational videos followed by a quiz and a questionnaire. Upon successful completion, staff members are required to submit a confirmation receipt, which will be filed in their employment records annually. This training is integral to our annual mandatory training requirements. Please be advised that non-compliance or failure to participate in this training may lead to disciplinary measures, including the possibility of termination of the employment contract.

Staff Communication

Depending on the severity and urgency of the claim, the Chair will utilize suitable communication methods to promptly advise and inform all relevant staff members. In the case of a severe and immediate threat, an evacuation of the location or implementation of a lockdown procedure will be initiated. Communication channels such as phone calls, text messages, and emails will be employed based on the severity and nature of the potential threat.

Emergency Response

In the event of an immediate and severe threat, on-site staff are directed to promptly contact emergency services by dialing 9-1-1 and to initiate lockdown procedures without delay.

Should there be a severe but non-immediate threat, providing on-site staff with sufficient time to react, they may be instructed to evacuate the premises. Evacuation routes and procedures are detailed in the Appendix of the Injury and Illness Prevention Program (IIPP). Alternatively, staff may be advised to proceed with their daily work activities from a secure remote location, ensuring their safety while maintaining operational continuity.

Procedure to Identify

Included in annual processes all staff will be asked to complete a workplace violence survey. We will gain the insight of our staff to target and expose potential threats. Each year the committee and chair will review the submission data from staff surveys and develop response policies in relation to violent scenarios.

On-Site Safety checks will be completed on a monthly basis by onsite committee members and reviewed by the committee chair. Adjustments and revisions will be made monthly as needed in response to safety checks. On-site committee members will use workplace violence safety checklists and log to compete and monitor monthly safety environments. This plan along with annual training and safety checks will begin June 1, 2024.

Whenever a new hazard is identified, prompt procedures should be in place to correct workplace violence hazards that have been evaluated. Following an incident, there should be clear procedures for response and investigation. To ensure ongoing safety, the plan should be reviewed annually and whenever a deficiency is observed or becomes apparent.

Incident Report

In the case of workplace violence, a comprehensive report must be meticulously prepared and subsequently reviewed by the Committee Chair. The report should encompass the following critical elements:

- The date, time, and specific location of the incident.
- The classification of workplace violence, categorized as Type 1, 2, 3, and/or 4.
- An exhaustive description of the incident.
- Identification of the perpetrator(s) involved in the violence.
- The circumstances prevailing at the time of the incident.
- The exact location within the workplace where the incident unfolded.
- Detailed characteristics of the incident, including but not limited to physical attacks, involvement of weapons, threats, sexual assault, incidents involving animals, or other relevant events.
- The aftermath of the incident, specifically mentioning any engagement with law enforcement agencies.
- The measures implemented to safeguard employees from future threats or hazards.
- The details of the individual who documented the incident, including their name, job title, and the date on which the report was finalized.

It is imperative to note that employers are required to omit any personal identifying information that could potentially reveal the identity of any individual involved in a violent incident.

****Training Employees on Workplace Violence:****

Employers bear the responsibility of providing effective training on workplace violence. It is essential that the training materials are comprehensible, tailored to align with the employees' levels of education, reading proficiency, and language. This ensures that all employees are adequately informed and prepared to handle situations involving workplace violence.

Incident Follow Up

After violent incidents occur, the Committee Chair will implement procedures to timely correct workplace violence hazards that have been identified and evaluated. These procedures include a plan for post-incident response and investigation to prevent future incidents from occurring. Additionally, these procedures will be reviewed on an annual basis, as well as when a deficiency is observed or becomes apparent, and especially after a workplace violence incident.

Necessary procedures for employee health and safety as required by the Division and Standards Board are incorporated into the workplace violence prevention plan. This plan is in effect at all times and in all work areas, and is specific to the hazards and corrective measures for each work area and operation. The written plan is included as a stand-alone section in the written injury and illness prevention program required by the Division and Standards Board.

Requirements of labor Code 6401.9.

Applicable Regulations Can Be Found in the California Code of Regulations (CCR), Title 8 Sections Listed Below:

[California Senate Bill 553](#) text: *Occupational safety: workplace violence: restraining orders and workplace violence prevention plan.*

Requirements for every employer to establish, implement, and maintain a written [Injury and Illness Prevention Program \(IIPP\): California Code of Regulations, title 8, Section 3203](#)

Requirements for workplace violence prevention in Health Care: [California Code of Regulations, title 8, Section 3342 \(Violence Prevention in Health Care\)](#)

Requirements of reporting serious injuries/illnesses and fatalities as a result of workplace violence as required by 342: [California Code of Regulations, title 8, section 342](#)

Requirement for employers to record work-related fatalities, injuries, and illnesses: [California Code of Regulations, title 8, section 14300 \(Employer Records-Log 300\)](#)

Appendices




Appendix A: Emergency Contact Information in Paycom

1. Login into the Employee Portal in Paycom
2. Click “Information”
3. Under Address and Contact Information, enter Emergency Contact Information and click “Update”

Time Management Time-Off Requests **Information** Payroll Documents Checklists Company Information Learning

Address and Contact Information

Emergency Contacts

Emergency Contact 1	Emergency Contact 2
Emergency Phone Number * 	Emergency Phone Number
Emergency Contact Name * 	Emergency Contact Name
Relationship to the Employee * 	Relationship to the Employee

Emergency Contact 3

Emergency Phone Number

Emergency Contact Name

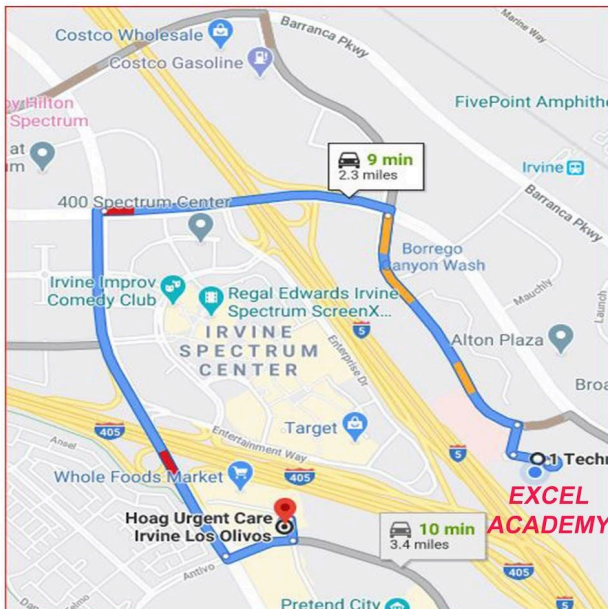
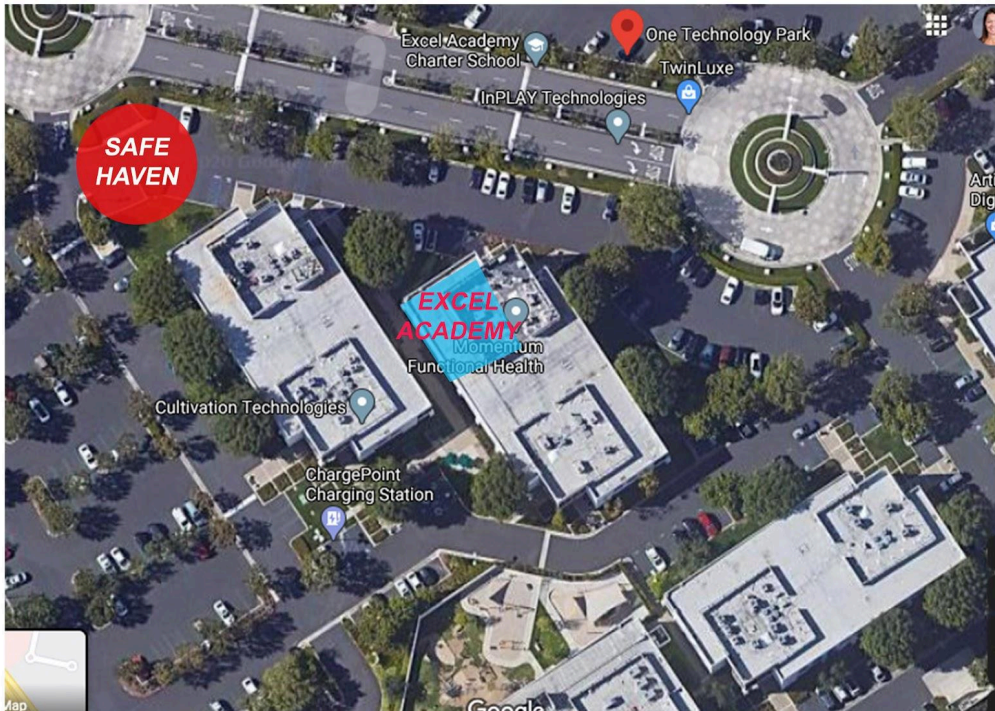
Relationship to the Employee

Appendix B: Irvine Executive Office Evacuation Map

In any hostile situation every individual should try to remain calm. If it becomes necessary to evacuate the Excel Academy office, exit the building safely and make your way to the safe haven (parking lot area in front of building J-see aerial map) as quickly as possible. Staff will gather on the lawn in front of the building. Call 911 as soon as you are clear of any danger (natural or otherwise).

If trapped inside the building, lock the main/front doors if possible and retreat to one of the interior offices together. Lock that door, barricade it with any heavy objects, turn off the lights, silence all cell phones and call 911.

IN CASE OF EVACUATION DUE TO FIRE, NATURAL DISASTER OR OTHER- ALL EMPLOYEES AND GUESTS PLEASE MEET AT SAFE HAVEN AREA INDICATED ON THIS MAP.



**Phone number for Hoag Urgent Care
949-557-0600
Hours: 8am-8pm (M-F)
8am-5pm (Sat/Sun)**

Hostage situation in main lobby (Building I):

If a hostage is held against their will in the lobby, the other employees in the private interior offices must close and lock their doors immediately, barricade their door with one of the large desks and call 911 immediately.

Hostage situation in one of the private interior offices:

If a parent or visitor is able to hold one of the employees hostage in their own private office, any employee who is able must evacuate quickly through the main office door, and get to the Safe Haven (South East end of parking lot - see map) and immediately call 911. Staff will gather on the lawn in front of the building.

If the other employees are unable to escape out the front door, they must close and lock their private, interior doors immediately, barricade their door, turn out the lights, silence their phones/pagers, and call 911.

Natural Disasters:

In southern California, the most likely natural disaster is an earthquake. In the event that an earthquake occurs at the Main Office, the following actions shall be taken:

1. Individuals must implement the Drop, Cover, and Hold action. Each individual must:
 - **Drop** to the ground. For those individuals who are physically unable to drop to the ground, they must remain seated and cover their heads with their arms and hands
 - **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows
 - **Hold** on to table or chair legs
 - Remain in the drop position until ground movement ends
2. Assess the situation
 - Severe structural damage
 - Fire
 - Toxic spill
 - Injuries (Render first aid if necessary)
3. Evacuate the room if necessary
4. For additional emergency treatment, call 911 immediately.

Concentra Urgent Care Address: 15751 Rockfield Blvd. (see map)

Please report any office or building damage to the Office Manager.

Appendix C: Child Abuse Report Form

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	VICTIM'S SIBLINGS						
	1. NAME		BIRTHDATE	SEX	ETHNICITY	NAME	
	2. _____					3. _____	
	4. _____				4. _____		
	VICTIM'S PARENTS/GUARDIANS						
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
SUSPECT							
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
ADDRESS		Street	City	Zip	TELEPHONE ()		
OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Appendix D: Excerpt from EACS Employee Handbook: “Section I: Nondiscrimination Policies”

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to have the most highly qualified people in every position. School policy prohibits unlawful discrimination based on actual or perceived race, color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age, ethnicity, national origin or ancestry, citizenship, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. Discrimination will also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

The School’s management is responsible for adherence to this policy. But in the final analysis, attainment of The School’s goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of all of you.

The School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws.

Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The School does not discriminate on the basis of sex in the educational program or activity which it operates, including employment in such programs and activities.

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

Ms. Megan Anderson, ~~Assistant~~ Director of Human Resources
Title IX/Uniform Complaint Procedure Coordinator
(714) 336-4220
manderson@excelacademy.education
1 Technology Dr, Ste I-811

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

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

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

B. Disability Accommodation

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

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

in an interactive process with the employee to identify possible accommodations, if any, which will help the applicant or employee perform the job. An applicant or employee who requires accommodation due to a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) must also contact the HR department and discuss the need for accommodation. If the accommodation is reasonable and will not impose an undue hardship, the School will work to make the accommodation.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment and abusive conduct as that term may be defined by statute or regulation then in effect at the time of the conduct. School policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on actual or perceived race, color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age, ethnicity, national origin or ancestry, citizenship, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation. All such conduct violates school policy. The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, customers, independent contractors and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

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

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by company policy.
- Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender will amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

The School is committed to compliance with all applicable laws providing equal employment opportunities and is dedicated to ensuring a culture free of harassment. This commitment applies to all persons involved in School operations and prohibits unlawful discrimination by any employee of the School, including supervisors and coworkers as well as prohibiting harassment and prohibited conduct.

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

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

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows). You may at any time contact your HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible and appropriate action taken where warranted. Complaints made in good faith will in no way be held against the employee.

Sexual Harassment

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

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

(1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.

(2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.

(3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

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

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

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

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

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

(1) The campus or school grounds of the local agency.

(2) Properties controlled or owned by the local agency.

(3) Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

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

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against another individual is in violation of this policy and subject to disciplinary action up to and including dismissal. Leads, managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort must be made to sensitize themselves and their employees to the differences between purely social overtones and those intended to affect working conditions. Also, employees are responsible for respecting the rights of their co-workers. Any employee who feels they have been harassed or retaliated against, or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their immediate supervisor, Human Resources, the CEO or Title IX Coordinator and Coordinator for Nondiscrimination in Employment. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainer must complain to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure without fear of reprisal.

Reporting

The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment. Supervisors, co-workers, and third parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Protected groups under the law include the following:

- Age (40 and over)
- Ancestry
- Color
- Religious Creed (including religious dress and grooming practices)
- Denial of Family and Medical Care Leave
- Disability (mental and physical) including HIV and AIDS
- Marital Status
- Medical Condition (cancer and genetic characteristics)
- Genetic Information

- Military and Veteran Status
- National Origin (including language use restrictions)
- Race
- Sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding)
- Gender, Gender Identity, and Gender Expression
- Sexual Orientation

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

Investigation/Complaint Procedure

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

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

Informal Procedure

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

Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct must discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action will be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances. If a party to a complaint does not agree with its resolution, that party may appeal to the CEO.

Retaliation

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

Conclusion

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

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

Appendix E: Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for the students and staff while maintaining individual rights to freedom of expression.

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

- using an inappropriately loud voice;
- using profane, vulgar, or obscene words or gestures;
- belittling, jeering, or taunting;
- using personal epithets;
- using violent or aggressive gestures or body-language;
- repeatedly and inappropriately interrupting another speaker;
- repeatedly demanding personal attention at inappropriate times;
- purposefully and inappropriately invading personal space;
- purposefully ignoring appropriate communications;
- wrongfully interfering with another person's freedom of movement;
- wrongfully invading another person's private possessions; or;
- any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how they responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Appendix F: Excerpt from the EACS Employee Handbook: “Section III: Standards of Conduct”

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

A. Freedom from Violence

The School is concerned about violence in society. The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other employee. The School will also not condone any acts or threats of violence against school employees or customers while engaged in business with or on behalf of the School.

The School has developed guidelines to help maintain a secure workplace. It is important to be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to the Executive Director or their designee. Secure the desk or office at the end of the day. When called away from the work area for an extended length of time, do not leave valuable and/or personal articles in or around the workstation that may be accessible. The security of facilities as well as the welfare of the employees depends upon the alertness and sensitivity of every individual to potential security risks.

The employee must immediately notify the Executive Director or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

In keeping with the spirit and intent of this policy, and to ensure that the School’s objective in this regard is attained, it is the commitment of the School:

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

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

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

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

In furtherance of this policy, employees have a "duty to warn" their supervisors or human resources representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. This includes, for example, threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like. Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. The School will not condone any form of retaliation against any employee for making a report under this policy.

B. Prohibited Conduct

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

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

- Falsifying employment records, employment information, or other School records;
- Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
- Recording the work time of another employee or allowing any other employee to record another employee's work time, or falsifying any time card, either one's own or another employee's;
- Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
- Removing or borrowing School property without prior authorization;
- Unauthorized use or misuse of School equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on School property;
- Participating in horseplay or practical jokes on School time or on School premises;
- Carrying firearms or any other dangerous weapons on School premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating, or participating in a disruption of any kind during working hours on School property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a colleague;
- Using abusive, threatening or intimidating language at any time on School premises;
- Failing to notify a supervisor when unable to report to work;
- Unreported absence of three (3) days;
- Failing to obtain permission to leave work for any reason during normal working hours;
- Failing to observe working schedules, including rest and lunch periods;
- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Making or accepting personal telephone calls, including cell phone calls, of more than three minutes in duration during working hours, except in cases of emergency or extreme circumstances;
- Working overtime without authorization or refusing to work assigned overtime;
- Violation of dress standards;

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

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

C. Physical Contact with Students and Other Staff Members

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

The following forms of touching are never appropriate:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting student on one's lap (grades 3-8)
- Touching buttocks, chests or genital areas
- Pushing a person or another person's body part (other than in self-defense, defense of another, or property)
- Showing affection in isolated areas
- Wrestling with students or other staff members
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massages
- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in

a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

Restraining a child who is trying to engage in violent or inappropriate behavior may also be permitted. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. The victim may also choose to bring civil or criminal charges against the violator. This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or children with a disability, touching is more appropriate. A touch for the purpose of helping (i.e.: cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances. It is impossible to define each and every instance when touching is inappropriate. Teachers and staff members must apply the rules of common sense in the circumstances they find themselves.

D. Off-duty Conduct

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

E. Drug and Alcohol Free Workplace and Awareness Program

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination.

The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community and students. Use of these substances whether on or off the job will adversely affect an employee's work performance, efficiency, safety, and health and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

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

- Drive a company vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
- Sell or purchase an illegal or controlled substance, including while on the job, on the School's property, or in the presence of students;
- Possess or use alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
- Be under the influence of alcohol or an illegal or controlled substance while on the job, or on the School's property

The School will establish a drug-free awareness program to inform employees about:

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

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offence to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency. As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute occurring in the workplace. Such notification must be made no more than five (5) calendar days after the conviction. The School may, as required by applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

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

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

F. Tobacco Free Workplace

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all VAPE products.

G. Punctuality and Attendance

You are part of a team, and getting the work done depends on everyone being in the right place at the right time. As an employee, you must be conscientious about your attendance and punctuality at work. Attendance is also an important measure of your overall performance on the job. Employees are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for students and fellow employees. To avoid conflict with the daily operations of the School, employees must schedule personal affairs outside of regular working hours. When an employee is absent, others must perform their assigned work. Employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times.

If the employee is unable to report for work on any particular day, they must under all but the most extenuating circumstances call their supervisor or Human Resources at least one hour before the time they are scheduled to begin working on that day, and must obtain approval for their absence from the Executive Director or designee. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

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

If the employee fails to report for work without any notification to their supervisor or to Human Resources and the absence continues for a period of three days, the School will consider it a voluntary resignation unless a written medical excuse is provided by a physician to determine that the employee has abandoned their employment.

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

H. Professionalism

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

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

- Communicate with parents regularly.
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in their work and enjoy doing their very best.

The employee may not bring their own children to school events (learning plan meetings, CAASPP testing, school meetings, etc.) unless they are participants in the events or it is a general school event open to all students or employee families. The Executive Director or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Each employee must report to work properly groomed and dressed in professional attire. Employees are expected to dress appropriately and in a manner consistent with the nature of the work performed.

Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

Violation of the dress code is determined by the Executive Director or designee. The Executive Director or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law.

J. Gifts to Employees

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

K. Fee and Cash Collection


No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be

approved by the Executive Director. The Executive Director will supervise the collection of all fees and will be responsible for managing the receipts with student services Purchasing. Teaching staff and students are not permitted to do fundraising or fee collection; rather, all financial transactions must be coordinated with the Executive Director. Teachers and staff are not permitted to conduct personal sales or fundraising (such as Avon, bath/beauty products, etc.). Cash and/or checks must not be stored or locked in staff offices or desks.

L. Building Security

All employees who are issued keys to the office are responsible for their safekeeping. These employees will sign a Building Key Disbursement form upon receiving the key. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the Executive Director or CEO.

Appendix G: CAASPP Testing Security Form


EXCEL ACADEMY'S CAASPP TEST SECURITY FORM (ONE per family)

Family's Last Name _____

Test Site/Location _____ **ToR Name** _____

Student Information **Cell Phone at Test Site Y/N**

Student's Name _____ Grade _____ Y or N

Student's Name _____ Grade _____ Y or N

Student's Name _____ Grade _____ Y or N

Student's Name _____ Grade _____ Y or N

Parent's Name _____ **Cell Phone #** _____

List student's name and allergies (if applicable) and important details for test site lead.

In case of an emergency, please contact _____

Phone Number(s) _____

The following individual(s) have my permission to drop off/pick up my child(ren).

1. Name _____ Phone _____

2. Name _____ Phone _____

if you have a high school student that will be driving to the test site on his/her own, and wish to allow your student to sign in/out for himself/herself, please complete this portion.

_____ My high school student has my permission to sign himself/herself in and out.

_____ My high school student has my permission to sign his/her siblings in and out.

NOTE - I understand that cell phones/smart watches might be collected at the start of each testing day and returned to the student(s) at the end of each testing day. Cell phones/smart watches must be turned off during testing. For safety purposes, I understand that backpacks are not allowed. Please bring lunch/snack in a clear bag.

Parent's Signature _____ **Date** _____

Appendix H: Triage Guidelines

Immediate Classification

These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

After assignment to the immediate classification, the students are then further divided into two additional groups. The two subgroups are the immediate life threatened, and the potentially life threatened. Injury patterns seen in this group include:

- Head injuries with decreasing level of consciousness:
- Airway/chest injuries with associated cardiorespiratory or respiratory compromise:
- Shock associated with hemorrhage:
- Blunt or penetrating abdominal trauma;
- Life threatening fractures such as femur, pelvic, etc.
- Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.

Medical problems assigned to the immediate classification include:

- Chest pain not associated with blunt trauma:
- Suspected hypo/hyperglycemia:
- Unconscious without associated trauma:
- Obstetrical problems:
- Seizures with or without trauma:
- Hysterics requiring isolation from others:
- Hypothermia
- Hyperthermia

Delayed Classification

Anyone in this classification is considered to be a lower priority victim. Since this is a two-tiered system, the “delayed” group is a catchall for any victims other than those who are life-threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

- Serious injuries, non-life-threatening, including:
 - Fractures with distal pulse
 - Serious lacerations requiring repair
 - Third-degree burns less than 25% BSA
 - Second-degree burns of any percentage
 - Injuries to the eye
 - Spinal cord injuries

- Minor injuries requiring first aid treatment only and the non-injured. This group will be transported to an ambulatory holding or evacuation center. They do not need to tie up hospital facilities.
- The dead at the scene. These are sent to a common morgue area.
- Critically injured, seriously life-threatening, non-salvable patients.

Appendix I: Suicide Prevention

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

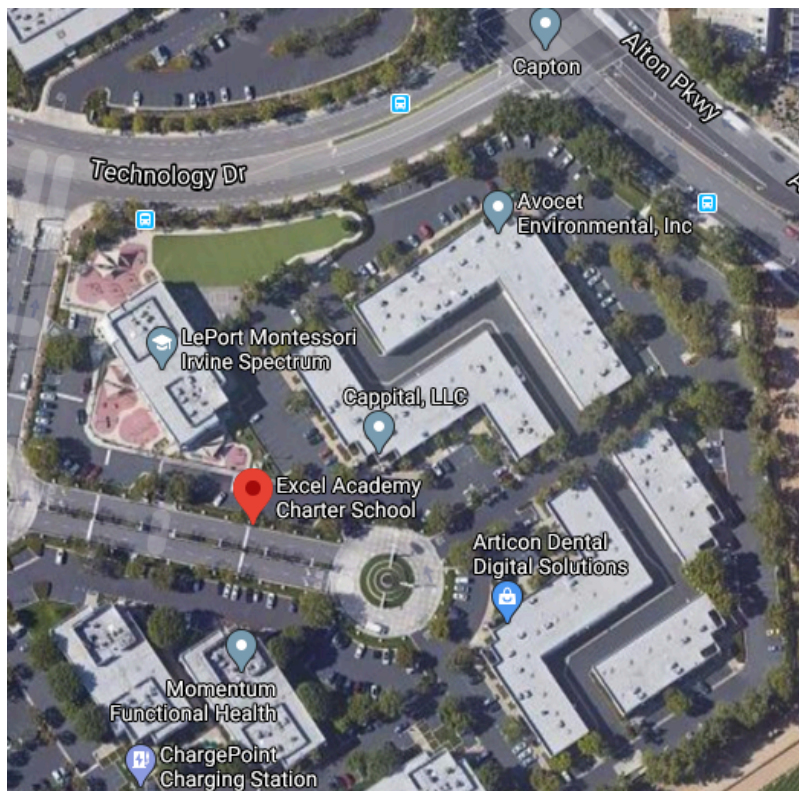
Do's

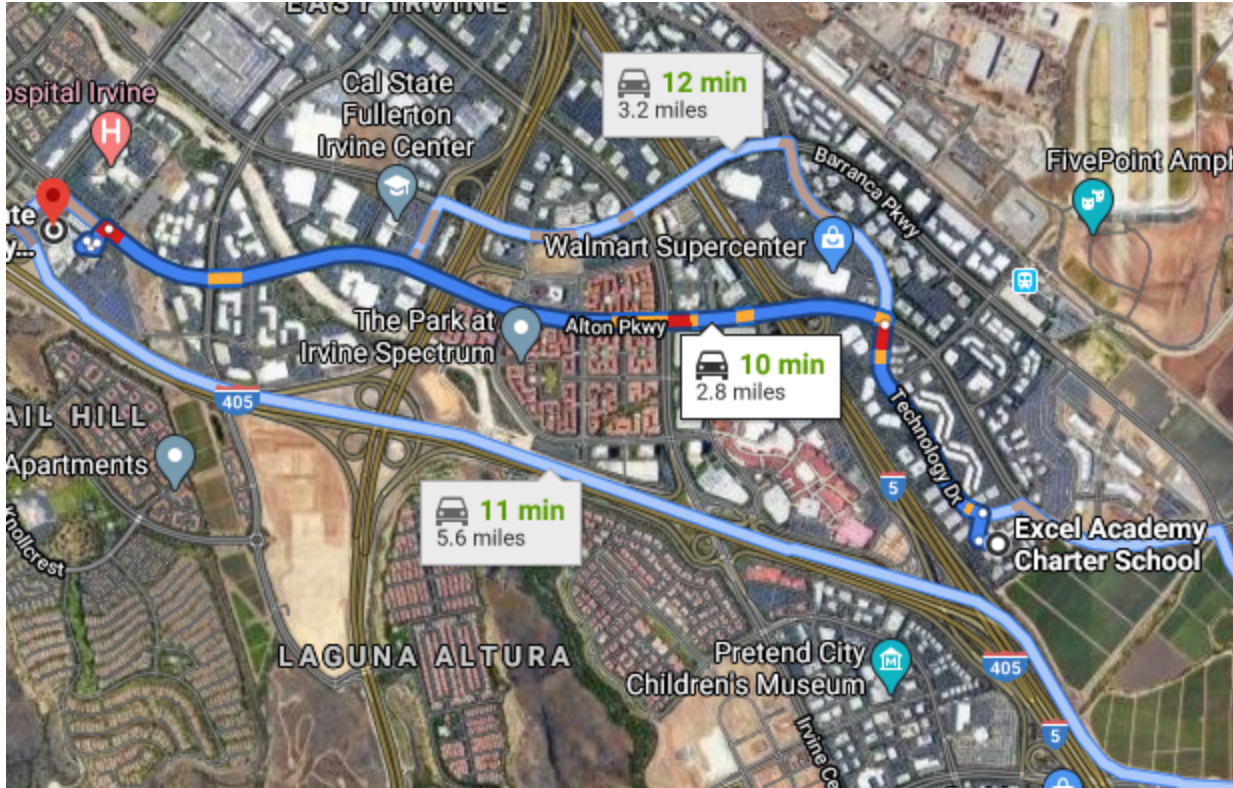
- **Listen** to what the person is saying and take suicidal threats seriously. Many times a person may be looking for just that assurance.
- **Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- **Ask** whether the person is really thinking about suicide. If the answer is "YES," ask how they plan to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- **Get Help** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- **Stay** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- **Don't** leave the person alone for even a minute.
- **Don't** act shocked or be sworn to secrecy.

- **Don't** underestimate or brush aside a suicide threat (“You won't really do it; you're not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you must not add to the burden.
- **Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You must, therefore, stay involved until you get help.
- **Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting them to a trained professional. Under no circumstances must you attempt to counsel the person.





Appendix J: Excel Academy Office Contact Information

School Year: 2021-2022

Site Name: Excel Academy Charter School

Purpose: Main Excel Academy Offices

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

Phone: (949) 387-7822

Website: www.excelacademy.education

Email: admissions@excelacademy.education

Site Description:

- Monday through Friday 7am to 4:30pm. Closed all Federal holidays.

Property Managed by:

The Irvine Company
7525 Irvine Center Drive

Irvine, CA 92618
M-F 8am-5:30pm
949-398-8900

24 Hour Security & After Hours: (866) 234-9851
Hazardous Material Reporting: (714) 433-6240
Orange County Fire Authority: (714) 573-6000
Irvine Police Dept. (949) 724-7200
Poison Control (949) 222-1222

Appendix K: Emergency Contact Phone Numbers

1. POISON CONTROL HOTLINE.....(800) 222-1222
2. LA COUNTY DISASTER HOTLINE..... (800) 980-4990
3. AMERICAN RED CROSS.....(661) 267-0650
4. SOUTHERN CALIFORNIA EDISON.....(800) 611-1911
5. SUBURBAN PROPANE.....(661) 942-5117
6. LOS ANGELES COUNTY WATERWORKS.....(877) 637-3661
7. ORANGE COUNTY SHERIFF'S DEPT..... (714) 647-7000
8. LA COUNTY SHERIFF'S DEPARTMENT..... (213) 229-1700

Appendix L: Incident Report



California Pacific Charter Schools • Community Collaborative Schools
Keppel Partnership Academy

EXCEL ACADEMY INCIDENT REPORT

Circle Location of Incident: School Office Test Site Field Trip

Name of Test Site or Field Trip: _____

Date of Incident:	Student's Name:	Grade:
DOB:	Education Specialist:	School:
Description of Incident:		
Student's signs and symptoms:		
If allergic reaction, actions taken before medication was administered:		
Actions taken, if NOT allergic reaction:		

Person (and title) who called 911:	Time of call to 911:
Medication administered (if allergic reaction):	Dose:
Route:	Time:
Student's response to medication (if allergic reaction):	
Other Medications administered (if allergic reaction):	Dose:
Route:	Time:
Other Interventions or occurrences (if any):	
Time paramedics arrived:	Incident information given by (to paramedics):
Time emergency contact was notified (parent/guardian/etc.):	Name of emergency contact (Parent/guardian/etc.):
Method of notification (phone, text, email, in-person, etc.):	Emergency contact notified by:
Time person was transported to emergency room:	

Parent contacted (phone or in person)	Parent Name:
Parent contact on...	Date: Time:
Report completed by (Print clearly):	
Report completed by (Signature):	
Report completed on (Date):	

Excel Academy Charter School 2025-2026 Comprehensive Injury, Illness, and Safety Plan Revisions

***Action Items are Highlighted in Blue

*** Employee Handbooks and Manual Updates in Purple

*** Policy Updates in Yellow

*** Training Updates in Red

***Annual Notice Updates in Green

***Payroll Updates in Orange

<p><u>Driver’s License Requirements in Job Postings – SB 1100</u></p>	<ul style="list-style-type: none"> • An employer may not include a statement in a job posting that an applicant must have a driver’s license unless it’s a “bona fide occupational qualification”: <ol style="list-style-type: none"> 1. Employer reasonably expects driving to be one of the position’s job functions; and 2. Employer reasonably believes that using an alternative form of transportation would not be comparable in travel time or cost to the employer (e.g., uber, taxi, carpooling, bicycling, or walking)
<p>Ed Join Postings and Job Descriptions Remove classified from auto ins renewal notices</p>	<p>(Classified postings only?)Remove any reference to a DL required and replace with “applicable valid identification required” and also add for ToR positions “mandatory travel required for servicing students” Current wording on postings “<i>State and Federally Mandated Qualifications upon offer of employment: Hold and maintain a valid California Driver’s License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.</i>”</p> <p>Current wording on JDs “<i>State and Federally Mandated Qualifications upon offer of employment: Hold and maintain a valid California Driver’s License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.</i>”</p>
<p>AB 2123 eliminates an employer’s ability to require employees to use accrued vacation leave before accessing California’s Paid Family</p>	<ul style="list-style-type: none"> • Previously, employers could require employees to take up to 2 weeks of accrued vacation before employees could access PFL benefits.

Excel Academy Charter School 2025-2026 Comprehensive Injury, Illness, and Safety Plan Revisions

<p>Leave Program.</p>	
	<p>EACS Has no current policy stated</p>
<p><u>Expansion of Workplace Violence Restraining Orders</u> – SB 428</p>	<ul style="list-style-type: none"> • Effective January 1, 2025, California law now also allows employers to seek a restraining order against an individual upon a showing of clear and convincing evidence that: <ul style="list-style-type: none"> – The employee has suffered harassment by the respondent (must be that which would cause a reasonable person to suffer substantial emotional distress and which did, in fact, cause substantial emotional distress) – Great or irreparable harm would result to the employee – The course of conduct served no legitimate purpose, and – The restraining order would not prohibit speech or other activities protected by the NLRB or other law
<p>Annual Notice</p>	<p>2025-2026 Annual Notice package will have updated compliance</p>
<p>AB 2499 <i>Add to annual notices</i></p>	<ul style="list-style-type: none"> – reframes and expands the scope of workplace protections for employees who are the victims of crime or abuse by <ul style="list-style-type: none"> – Redefining who is entitled to protection; – Broadening the reasons requiring protected time off; and – Moving enforcement to California’s Civil Rights Department Prior to 1/1/25, employers were prohibited from terminating or discriminating against an employee: <ul style="list-style-type: none"> – because o f their status as a victim of crime or abuse or – for taking time off for certain purposes such as complying with a subpoena or being a witness in court or a judicial proceeding • Employers were also required to provide victims of domestic violence, sexual assault or stalking: <ul style="list-style-type: none"> – reasonable accommodations for while at work, and – paid sick leave days for identified purposes
	<p><u>Update Your Policies</u></p> <ul style="list-style-type: none"> • The definition of “crime victim has been significantly expanded to include an individual against whom a ‘qualifying act of violence’ has been committed. – A “qualifying act of violence” includes domestic violence, sexual assault and stalking, as well as causing bodily injury or death, exhibiting, drawing, brandishing

Excel Academy Charter School 2025-2026 Comprehensive Injury, Illness, and Safety Plan Revisions

	<p>or using a firearm or other dangerous weapon, or using or making threats of force to cause physical injury or death.</p> <ul style="list-style-type: none"> • In addition to the existing requirement that employers must make reasonable accommodations for an employee’s safety at work when the employee is the victim or a crime, this now also applies where their family member is a victim of crime. <p>Update Your Policies</p> <ul style="list-style-type: none"> • Employees may use paid sick leave for all qualifying purposes of crime victim leave. • There are expanded reasons for employers who have 25+ employees that employees may use this leave – including but not limited to when a family member is the victim; to attend certain court proceedings, to receive medical attention, psychological counseling, safety planning, relocation, caring for family members under certain circumstances. • Employers may now limit the total amount of leave taken for these reasons to 12 weeks total and in some instances when the employee’s family member (as opposed to the employee) is the victim, to 10 or five days. It is now unlawful for employers to discriminate or retaliate against employees who take time off under this law or because of their status as (or association with) a victim of violence. • As a final note, employers must issue written notification of their rights in four instances: to all new employees, to all staff members on an annual basis, upon request, and whenever the employer learns that an employee or their family member has become a victim. (The State will issue a form to comply with this notice requirement by July 1, 2025. Employers are not obligated to provide notice until the State form is posted on the Civil Rights Department’s website.) <i>This form will be added to our annual notices checklist</i>
Payroll -	<ul style="list-style-type: none"> • <u>Do you know where your remote employees are located?</u> • <u>Coordinate with payroll to ensure payroll practices align with specific state and local laws</u> • <u>Consult with counsel in each state where employee works to determine</u>

Excel Academy Charter School 2025-2026 Comprehensive Injury, Illness, and Safety Plan Revisions

	<u>which state law applies and ensure compliance with labor laws</u>
<p><u>AB 1955 (2024) added Sections 217, 220.1, 220.3 and 220.5 to the Education Code to prohibit schools from</u></p>	<ul style="list-style-type: none"> - enacting or enforcing any policy, rule or regulation - that requires an employee or contractor to disclose any information related to a student’s sexual orientation, gender identity, or gender expression - to any other person without the student’s consent • CDE refers to this as a “ban on forced outing” and “invalidation of any forced outing policies” - Note that AB 1955 does not mandate non-disclosure. In other words, a school/employee could still voluntarily disclose information about a student’s gender identity, sexual orientation, or gender expression to a parent without student consent on a case-by-case basis (unless the school has a policy otherwise); schools just cannot require that this be done
<p><u>LGBTQ+ Cultural Competency Training</u> <u>AB 5 (2023)</u></p>	<ul style="list-style-type: none"> • Starting in the 2025-26 school year and through 2029-30, don’t forget that AB 5 (2023) also requires schools to provide and require 1 hour of LGBTQ cultural competency training annually for all certificated employees serving students in grades 7-12 - Must use CDE materials, and CDE has training platform and materials posted here: https://www.cde.ca.gov/ci/pl/supportlgbtq.asp - Must keep documentation of training including the date of each employee’s training and the name of the entity that provided the training • CDE will request as part of FPM - Employees are exempt if they previously completed the training in the same year at another California LEA
	<p>Need ensure Vector is using CDE materials or remove the current for 7-12 grade certificates employees and implement the CDE materials for 7-12 staff</p>
<u>Title IX</u>	<p>Back to 2020 Regs. Take to Board for approval. Do we plan to notify staff? Training place and date of Coordinator and other Reps must be documented on the school website.</p>
	<p>What Should Schools Do Now? A New Checklist!</p> <p>Remove the 2024 Title IX policy and grievance procedures from website Post the 2020-based grievance procedures to the website and start following</p>

Excel Academy Charter School 2025-2026 Comprehensive Injury, Illness, and Safety Plan Revisions

	<p>them</p> <ul style="list-style-type: none"> – For any ongoing investigations, check with legal counsel <p>Readopt the 2020 Title IX policy and grievance procedures at next board meeting</p> <p>Ensure all members of the Title IX Team have received training on the 2020 grievance procedures and other required topics</p> <p>Post the 2020 training materials and revised Title IX statement to website</p> <p>Update Title IX language in employee and parent handbooks at next revision</p>
<p>Added to section K 02/04/2025 MA</p> <p>Added all updates for 02/2025 board approval</p>	<p><u>School Safety Plans</u></p> <ul style="list-style-type: none"> • Various 2024 bills (AB 2887, AB 176, AB 1858, SB 153, and AB 2698) amended school safety plan components in EC 32282: <ul style="list-style-type: none"> – Starting July 1, 2025, safety plans need an instructional continuity plan for when in-person instruction is disrupted due to an emergency. – When the safety plan is next reviewed/updated on or after July 1, 2025, must include procedures on responding to sudden cardiac arrest. – Starting in the 2026-27 fiscal year, a new section on identifying/establishing refuge shelter(s) for students/staff in case of an evacuation order – New rules for active shooter and armed assailant drills • And be sure your safety plan includes last year’s changes from SB 671 (2023) for procedures to assess and respond to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, a school activity, or on a school bus and SB 10 (2023) for protocol for opioid overdose for schools serving grades 7-12; both these were due in March 1, 2024 safety plan <p><u>SB 1248 (2024) requires schools to develop, adopt and implement protocols for extreme weather conditions on or before July 1, 2026</u></p> <ul style="list-style-type: none"> – This includes criteria for determining when outdoor physical activities will be stopped, e.g. for excessive heat, wind

Coversheet

Consent - Policy Development

Section: X. Consent
Item: D. Consent - Policy Development
Purpose: Vote
Submitted by:
Related Material: COI Final 2025.pdf
Redline EACS COI 2025.docx.pdf

BACKGROUND:

Excel Academy Charter Schools requests the Board approve revisions to the Conflict of Interest Code. The updates include changes to designated positions, with updated titles. These changes improve role-specific disclosure and ensure compliance with the updated organizational structure.

EXCEL ACADEMY CHARTER SCHOOLS CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for **Excel Academy Charter Schools (EACS)**.

Individuals holding designated positions shall file statements of economic interests with **EACS**, which will make the statements available for public inspection and reproduction (Gov. Code Sec. 81008). All statements will be retained by **EACS**.

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Financial Officer	1, 2
Secretary	1, 2
Executive Director(s)	3
Director of Human Resources	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Gov. Code Sec. 81008).

APPENDIX B DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within a two-mile radius:
 - of any school district that has authorized an EACS charter school, or
 - of any facility utilized by EACS's charter schools, or
 - of a proposed site for an EACS facility.
- b. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by EACS.

Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

This is the last page of the conflict of interest code for the .



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the
was approved on .

This code will become effective on .

Sukhi K. Brar

Assistant Chief Counsel

Fair Political Practices Commission

EXCEL ACADEMY CHARTER SCHOOLS CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for **Excel Academy Charter Schools (EACS)**.

Individuals holding designated positions shall file statements of economic interests with **EACS**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **EACS**.

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Financial Officer	1, 2
Secretary	1, 2
Executive Director(s)	3
Director of Operations	3
Assistant Director of Human Resources	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

APPENDIX B DISCLOSURE CATEGORIES

Category 1

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- a. Interests in real property located in whole or in part within a two-mile radius:
 - of any school district that has authorized a EACS charter school, or
 - of any facility utilized by EACS's charter schools, or
 - of a proposed site for a EACS facility.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by EACS.

Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Coversheet

Approval of the Excel Academy 2025-2026 Board Meeting Calendar

Section: XI. Board Governance
Item: A. Approval of the Excel Academy 2025-2026 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: 2025-2026 EACS Board Meeting Calendar.pdf



2025-2026 Board Meeting Calendar

Meeting Date
August 14, 2025 Agenda Study Session
September 11, 2025 Agenda Regular Board Meeting
October 9, 2025 Agenda Regular Board Meeting
November 13, 2025 Study Session
December 11, 2025 Regular Board Meeting
January 8, 2026 Regular Board Meeting
February 12, 2026 Regular Board Meeting
March 12, 2026 Regular Board Meeting
April 9, 2026 Study Session
May 14, 2026 Regular Board Meeting
June 11, 2026 Regular Board Meeting
June 18, 2026 Regular Board Meeting

Coversheet

Approval of the MOU Between Excel Academy Charter Schools and the University of La Verne

Section: XII. Personnel Services
Item: A. Approval of the MOU Between Excel Academy Charter Schools and the University of La Verne
Purpose: Vote
Submitted by:
Related Material: Excel Academy and La Verne MOU.pdf

BACKGROUND:

Excel Academy Charter School (EACS) teachers, needing transitional kindergarten certification to hold TK students on their future rosters, have the opportunity to take courses through the University of La Verne. The pathway program for TK meets the requirements set by the CDE and the board approved expectations and requirements set by EACS.

Currently there are six teachers enrolled in this program.

RECOMMENDATION:

It is recommended the Board approve the MOU between Excel Academy and the University of La Verne.

University of La Verne

LAFETRA COLLEGE OF EDUCATION AGREEMENT

This Memorandum of Understanding (MOU) between University of La Verne (University) and **Excel Academy Charter School** (Charter) to set forth the terms and conditions under which the University and the Charter will jointly undertake an affiliation into a mutually beneficial educational program. Through this agreement, University offers discounted tuition at undergraduate, graduate and doctoral programs at LaFetra College of Education, pathway programs, and professional development programs for Excel Academy Charter School employees.

Charter offers opportunities for University of La Verne to promote programs and recruit students. The promotion and recruitment process may include on-site information meetings, education fairs, and advertisements as approved by the Charter; use of Charter logo in University of La Verne promotions and on the University of La Verne website; and other means of promotion and recruitment mutually supported by University and Charter.

GENERAL PROVISIONS

1. **LaFetra College of Education Programs.** LaFetra College of education is a offers a wide range of California Commission on Teacher Credentialing (CCTC) credential granting degree programs. Bachelor of Arts in Educational Studies, Bachelor of Science in Child Development, MAT Multiple Subject, MAT Single Subject, Multiple Subject Credential Only, Single Subject Credential Only, Mild-Moderate Education Specialist Credential, Master of Science in Educational Counseling, Master of Science in School Psychology, Master of Education in Educational Leadership, Master of Education Special Emphasis Program, and Master of Science in Child and Adolescent Development, and Doctor of Education in Organizational Leadership.

Description of degree programs are as follows:

Undergraduate Level Programs

Bachelor of Arts in Educational Studies

Bachelor of Science in Child Development

Graduate Level Programs

MAT Multiple Subject

MAT Single Subject

Multiple Subject Credential Only

Single Subject Credential Only

Mild-Moderate Education Specialist Credential

Master of Science in Educational Counseling

Master of Science in School Psychology

Master of Education in Educational Leadership

Master of Science in Child and Adolescent Development

Master of Education Special Emphasis Program

Doctoral Level Programs

Doctor of Education in Organizational Leadership

Certificate Programs

Transitional Kindergarten Certificate (online)

Early Childhood Special Education Added Authorization (online)

Pathway Program for Transitional Kindergarten

Supplementary Transitional Kindergarten units/TK Certificate, Teacher Education Multiple Subject and Teacher Education Educational Specialist Credential pathways are included in this offering.

Changes to California legislation recently expanded the student population to be served by TK in local charter schools. The state requires transitional kindergarten educators to hold both a credential and 24 early childhood education (ECE) units. Many Charter employees who serve in this capacity hold one or the other. In addition, the current teacher shortage has created a great need for multiple subject and special education teachers in other grades as well, resulting in intern opportunities that would be well-served by a cohort model.

University program serves the needs of Charter by providing both online and in person pathways that allow districts to support their employees with unified advancement opportunities. Multiple Subject teachers needing TK units can complete the 24-unit certificate program and choose to use these courses as electives toward the M.Ed. Special Emphasis degree. Candidates who already hold the transitional kindergarten units can pursue the Multiple Subject Teaching Credential program. Our pathways also support multiple subject and inclusive education residency models for cohorts of 10 or more students from a charter. Discounted tuition rates and scholarship/partnership Awards may be available by cohort, based on the number of participating students.

2. UNIVERSITY'S RESPONSIBILITIES AND GOALS

In consideration of the mutual covenants and agreements contained herein, the sufficiency of which is hereby acknowledged, University and Charter agree as set forth below.

2a. Academic Program Administration. University will be responsible for coordination and administration of the Students' academic experience. All policies stated in the current University of Verne Catalog apply. These policies pertain to graduation requirements, academic honesty, withdrawal, re-enrollment, grade disputes and other policies important to all students undertaking degree work at the University of La Verne.

2b. Program Curriculum and Administration. Where applicable, students must meet all current application, admission, and registration requirements. University shall design and deliver to Charter the curriculum for the student's program, including development of Student learning objectives, evaluation criteria, reporting requirements, orientation plan, and identification of appropriate learning activities during placement at Charter. University shall also assure the quality of the placement, and modify it as needed to reflect evaluative input received from Charter.

2c. Evaluation Tools. University will provide forms for the evaluation of Students or develop student performance evaluation tools in conjunction with Charter.

2d. Faculty/Staff Liaison. University will designate an appropriately qualified and credentialed faculty member to coordinate and act as the Faculty/Staff Liaison with Charter, who shall be responsible for the Students.

2e. Students. University will adequately prepare Students for participation in the Program and will notify Charter in writing of any change in a Student's status.

2f. Academic Information. University will provide and maintain records and reports of Students as necessary to conduct the education of the Students and will provide Charter information pertaining to relevant education and training for all Students participating in the Program.

2g. Goals and Outcomes. University offerings will allow Charter employees to pursue various pathways for undergraduate, graduate, and doctoral programs, including credentialing requirements based upon their prior experience and education with a goal of preparing additional teachers for district service.

2h. Eligibility. All current employees of Charter are eligible. Charter employees with relevant experience based upon program specifications. University may, at any time, require verification of current employee status of any student from Charter receiving the scholarship/partnership award. Verification must be supplied directly from the Charter, not the student.

2i. Services Offered. Undergraduate, graduate, and doctoral pathways, including all aligned student services. In terms of the program delivery, each course and program have unique requirements, and prospective students should examine all requirements before registering. For programs requiring fieldwork experience, fieldwork will be completed in Charter classrooms with virtual supervision or regional supervision based upon hiring potential.

2j. Frequency of Services. The University will utilize rolling enrollment to launch cohorts based upon Charter demand.

3. DISTRICT'S RESPONSIBILITIES

3a. Fieldwork Learning Experience. The Charter will provide experiences through fieldwork and directed teaching for current Excel Academy Charter School employees. These experiences will be provided in schools and classes of the Charter, for students of the University who qualify for such assignments, under the direct supervision and instruction of such credentialed employees of the Charter, as the Charter and the University, through their duly authorized representatives, may agree upon.

3b. Placement Site Supervisors. In accordance with the specific terms of the applicable letter agreement, Charter and/or Placement Site, will designate in writing Placement Site Supervisors to supervise the learning experiences of the Students, and

will designate in writing at least one person to serve as contact with University personnel to assure mutual participation in and review of the Fieldwork Program and Student progress.

3c. Evaluation and Reporting. Placement Site will submit required reports on each Student's performance and Placement Site Fieldwork placements will require documentation from an assigned cooperating teacher.

3d. Privacy of Education Records. Placement Site acknowledged that University is subject to the Family Educational Rights and Privacy Act (FERPA) and that personally identifiable information and other matters directly related to a student either disclosed by the University to Placement Site or created by Placement Site in connection with the Fieldwork Program: (1) shall not be disclosed or re-disclosed to any person or entity other than University officials without the prior written consent of the Student, except as provided below; and (2) shall be viewed only by Placement Site officials or staff who have a legitimate need to view such information to verify the qualifications of the Student to participate in the Fieldwork Program or in connection with evaluation and reporting the Student's performance to University. Placement Site may disclose/re-disclose the Student's information as required by a State, Federal or accreditation, or as otherwise required pursuant to law.

4 LIABILITY AND INDEMNIFICATION

4a. Indemnification. University shall indemnify and hold harmless, defend the Placement Site, and each of its governing board, officers, partners, employees or agents (each of which person an organization are referred to collectively herein as "Indemnitees" or individually as "Indemnitee") from and against any and all demands, debts, liens, claims, loss, damage, liability, costs, expenses, judgments or obligations, actions or causes of action, (including the payment of attorneys' fees and expenses) for or in connection with injury or damage (including, but not limited to, death) to any person or property resulting from the negligent acts or omissions of the University, its officers, partners, employees, or agents arising out of or in any way connected with the performance of its obligations under this Agreement, except to the extent caused by the negligent or intentional conduct of any Indemnitee. The foregoing indemnity and hold harmless obligation of the University includes and applies without limitation to injury or damage to the Charter, Placement Site, third parties, or any or all of them and their respective property, officers, partners, employees, or agents.

5. TERM AND TERMINATION

5a. Term. This MOU will expire three (3) years after acceptance by both parties unless renewed by both parties after review.

5b. Amendment. This Agreement may only be modified by a subsequent written Agreement executed by the parties. The provisions in this Agreement may not be modified by any attachment or letter agreement as described elsewhere in this Agreement.

5c. Termination. Either party may terminate this Agreement with or without cause by giving the other party sixty (60) days advanced written notice; however, in the event an academic term/semester has commenced, such notice shall not become effective until the academic term/semester has concluded.

6. MISCELLANEOUS PROVISIONS

6a. Entire Agreement. This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for herein.

UNIVERSITY OF LA VERNE
("University")

By

Laura Hartley, Ph.D.
Interim Provost

EXCEL ACADEMY
CHARTER SCHOOL
("Charter")

By

DocuSigned by:
Lauren Hansen
A768D2BD239C489

Lauren Hansen

(Name)

Secretary of the Board

(Title)

CERTIFICATION

I, the duly appointed and acting Secretary to the Governing Board of the Charter School listed below, do hereby certify that the following is a true and exact copy of the Minutes of the regular of said Board held on February 13, 2025.

It was moved, seconded and carried that the attached Agreement with **Excel Academy Charter School** whereby the University will provide courses to support various pathways for Excel Academy Charter School employees be approved; and the Secretary to the Board is hereby authorized to execute the same.

Excel Academy

CHARTER SCHOOL

San Bernardino

COUNTY

Lauren Hansen

BY

Secretary of the Board

TITLE

APPENDIX A

Pathway Program for Transitional Kindergarten

Target Student Population and Student Outcomes	Program Overview	Course Sequence*
<p>Transitional Kindergarten Certificate</p> <p>These courses are designed for preliminary and clear credentialed multiple subject teachers who are looking to add required ECE units for TK certification.</p> <p>Upon completion of the TK - Early Childhood Coursework, students may exercise an option to transfer 21 certificate units to a Master's degree. Interested students will apply to the Master's degree program and upon acceptance, complete an additional 12 units (four 3-unit courses) to complete a Master's degree.</p>	<p>Our Transitional Kindergarten pathway is comprised of 6 early childhood education courses. These 6 courses provide 4 upper-division units, and taken together total 24 units. Upon completion of all 24 units, students are awarded a Transitional Kindergarten Teaching Certificate.</p> <p>Delivered entirely on-line, the program can be completed in as little as 32 weeks, or at a slower pace, if desired. Should a credentialed teacher need less than 24 early childhood units, it is possible to enroll in fewer courses.</p> <p>Additional information can be found at: http://education.laverne.edu/LtkL</p>	<p>EDUC480TK <i>Childhood & Adolescent Development</i> EDUC481TK <i>Childhood Observation & Assessment</i> EDUC482TK <i>Childhood, Family & Community Relationships</i> EDUC483TK <i>Childhood language & literacy Development</i> EDUC484TK <i>Childhood Math & Science Development</i> EDUC485TK <i>Childhood Social-Emotional Learning & Development</i></p>
<p>Multiple Subject Teaching Credential</p> <p>These courses are designed for educators who have earned a Bachelor's degree and intend to serve as a teacher in a multiple subject classroom. The program can be completed in as little as 3 semesters, or at a slower pace, if desired.</p> <p>Upon completion of either credential, students may exercise an option to transfer 21 certificate units to a Master's degree. Interested students will apply to the Master's degree program and upon acceptance, will complete an additional 12 units (four 3-unit courses) to complete the degree in a focus area of their choice to complete the degree.</p>	<p>Our Multiple and Single Subject Teaching Credential pathway is comprised of 33 units of coursework. The first 6 courses are offered fully online and provide 4 upper-division units, which taken together total 24 units. After finishing these courses, students will complete two student teaching seminars which require full-time, in person placement in a classroom setting.</p> <p>Courses are approved by the California Commission on Teacher Credentialing and are specifically designed to prepare educators to meet the needs of California's diverse student population, including EII certification.</p> <p>All courses include in person fieldwork requirements which may be completed within a contracted district setting.</p> <p>Additional information can be found at: http://education.laverne.edu/teaching</p>	<p>EDUC425 <i>Language and literacy, Multiple Subject</i> EDUC426 <i>Introductory Teaching Practices, Multiple Subject</i> EDUC440 <i>Intermediate Teaching Practices, Multiple Subject</i> EDUC441 <i>Advanced Teaching Practices, Multiple Subject</i> EDUC491 <i>Subject Specific Pedagogy-Multiple Subject (History, PE, Visual & Performing Arts)</i> EDUC492 <i>Subject Specific Pedagogy - Multiple Subject (Math, Science & Health)</i> EDUC497 <i>Introductory Supervised Teaching</i> EDUC498 <i>Advanced Supervised Teaching</i></p>

<p>Bachelor of Science in Child Development</p> <p>These courses are designed for those who wish to complete an undergraduate degree. Students are encouraged to transfer in previous coursework taken within the last ten years, which may be applied to general education requirements and major prerequisites. While the number of transferrable units will affect program length, the program can be completed in as little as 5 semesters, or at a slower pace, if desired.</p> <p>Upon completion of the Child Development Bachelor's degree students will also have the required ECE units for TK certification.</p>	<p>Our Bachelor of Science in Child Development program is comprised of 54 core units of coursework. All 13 courses are offered fully online, with additional options should candidates have outstanding general education requirements to complete.</p> <p>Program learning outcomes align with the National Association for the Education of Young Children (NAEYC) standards.</p> <p>The major includes a student teaching practicum which requires full-time, in person placement in a classroom setting. This placement may be completed within a contracted district setting.</p> <p>Additional information can be found at: https://education.laverne.edu/Lprograms/child-development/</p>	<p>EDUC451 <i>Infant Toddler Development</i> EDUC447 <i>Infant Toddler Curriculum</i> EDUC449 <i>Early Childhood Literacy</i> EDUC448 <i>Math for Young Children</i> EDUC 254 <i>Health, Safety and Nutrition</i> EDUC 350 <i>Child Psychology and Development</i> EDUC 352 <i>Writing for Child Development</i> EDUC 353 <i>Teaching in a Diverse Society</i> EDUC 354P <i>Early Childhood Observation and Assessment Practices</i> EDUC452 <i>Parenting Theory in Cultural Contexts</i> EDUC454P <i>Early Childhood Student Teaching</i> EDUC459 <i>Curriculum for Young Children</i> EDUC485 <i>Social Emotional Learning</i></p>
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