Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on June 6, 2025 at 6:07 PM PDT

Date and Time

Thursday June 12, 2025 at 12:10 PM PDT

Location

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

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

Zoom Meeting Information:
Dial In: +1 720 707 2699
Meeting ID: 883 5394 7431
URL: https://us06web.zoom.us/j/88353947431

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**12:10 PM**
A.	Call the Meeting to Order		William Hall	1 m
B.	Record Attendance		William Hall	1 m

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

II.	**Pledge of Allegiance**			**12:12 PM**
A.	Led by Board President or designee.		William Hall	1 m
III.	**Approve/Adopt Agenda**			**12:13 PM**
A.	Agenda	Vote	William Hall	1 m

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of June 12, 2025.

Roll Call Vote:

		Purpose	Presenter	Time

William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

IV. Approve Minutes — 12:14 PM

A.	Minutes of the Regular Board Meeting held on May 8, 2025	Approve Minutes	William Hall	1 m

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

V. Public 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. Correspondence/Proposals/Reports — 12:15 PM

A.	Excel Academy Year in Review - Presented by Heidi Gasca, Executive Director	Discuss	Heidi Gasca	10 m

Year In Review Video

		Purpose	Presenter	Time
B.	Special Education Update - Presented by Lara Ulmer, Director of Special Education	Discuss	Lara Ulmer	8 m

VII. Consent **12:33 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 **-** May 2025
2. Cash Payments - May 2025
3. Approval of Hatch & Cesario Agreement for Legal Services for 2025-2026
4. Approval of McDougal Boehmer Foley Lyon Mitchell & Erickson Agreement for Legal Services for 2025-2026
5. Approval of Bolton Property & Casualty Insurance Renewal for 2025-2026

B. Consent - Education Student/Services

1. Approval of English Learner Master Plan
2. Approval of the 2025-2026 Special Education Handbook
3. Approval of the 2025-2026 Curriculum Menus & Curriculum Catalog

C. Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Job Descriptions
4. Approval of 2025-2026 Excel Academy Charter Schools Comprehensive Safety Plan Revisions
5. Approval of 2025-2026 Excel Academy Charter Schools Employee Handbook Revisions

D.	Consent Items - Policy Development	Vote	William Hall	1 m

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.

Purpose Presenter Time

Board Policies: Revised

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

4000 Series - Personnel Services

4125 - EA Victims of Crime Policy

4130 - EA Remote Work Policy

5000 Series - Student Services

5015 - EA Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

5035 - EA Student Freedom of Speech and Expression Policy

5050 - EA Academic Integrity Policy

5060 - EA Artificial Intelligence (AI) Use Policy for Students

5075 - EA Transcripts from Non-Accredited Schools Policy

6000 Series - Instruction

6010 - EA Independent Study Policy

6116 - EA Discipline & Involuntary Withdrawal Policy

Board Policies: Reviewed:

The following policies have been reviewed but have not needed any changes:

4000 Series - Student Services

4005 - EA Salary Determination Policy

5000 Series - Student Services

5010 - EA Educational Records and Student Information Policy

5020- EA Suicide Prevention Policy

5030 - EA Immunization Policy

5040 - EA School Network & Workspace Access Policy

5045- EA Acceptable Use Policy

5055 - EA Self-Administration of Medication Policy

5065- EA Lottery Policy

5070 - EA Transgender and Gender Nonconforming Student Nondiscrimination Policy

5085- EA Communicable Contagious or Infectious Disease Prevention

5095 - EA Retention & Acceleration Policy

5105- EA Direct Instruction and Supplemental/Administrative Support Policy

	Purpose	Presenter	Time

5110- EA Cell Phones & Other Electronic Signaling Devices Policy
5115- EA Pregnant and Parenting Students Policy

Board Policies: Eliminated:
The following policies have been eliminated:

4135 - EA External County Employment Policy
6065 - EA Special Education PIN Policy

Items in the consent agenda are considered routine and will be approved/adopted by a single motion.

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

VIII. Business/Financial Services 12:34 PM

A. Approval of Additional Chromebooks Purchase — Vote — Joe Sorrera — 3 m

It is recommended the Board approve the Approval of Additional Chromebooks Purchase for 2025-2026 for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $259,623.00
Warner (#2053): $160,966.26
Helendale (#2073): $98,656.74

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

		Purpose	Presenter	Time
B.	Approval of MacBook Air Laptops Purchase	Vote	Joe Sorrera	2 m

It is recommended the Board approve the thirty Macbook Air Laptops for the 2025-2026 school year for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $33,950.18
Warner (#2053) $22,407.12
Helendale (#2073) $11,543.06

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

C.	Approval of the Stampli Contract (Renewal)	Vote	Joe Sorrera	3 m

It is recommended the Board approve the Stampli Contract Renewal for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $40,000.00
Warner (#2053): $24,800.00
Helendale (#2073): $15,200.00

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

D.	Approval of 2025-26 Consolidated Application and Reporting System (CARS)	Vote	Joe Sorrera	3 m

Excel Academy Charter School (EACS) submits the Consolidated Application to the California Department of Education (CDE) under the Consolidated Reporting System

		Purpose	Presenter	Time

(CARS). There are two data collections for Consolidated Application each year (winter and spring). The Consolidated Application Spring Data collection is from May 15 through June 30.

Data collected in this report includes EACS 2025-26 Application for Funding for Title I, Title II, Title III, and Title IV, Certification of Assurances, Protected Prayer Certification, and LCAP Federal Addendum Certification.

It is recommended the Board of Directors approve the 2023/24 Consolidated Application and Reporting System (CARS) for Excel Academy Charter School, Helendale (#2073), Warner (#2053).

Fiscal Impact: N/A

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

E. Approval of the Proposition 28 Arts & Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-2025 — Vote — Joe Sorrera — 5 m

It is recommended the Board approve the Proposition 28 Arts & Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-2025 for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: N/A

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

		Purpose	Presenter	Time
F.	Approval of SecureSpace Storage Unit	Vote	Heidi Gasca	3 m

It is recommended the Board approve the SecureSpace Storage unit for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $2,184.64
Warner (#2053): $1,441.86
Helendale (#2073): $742.78

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

		Purpose	Presenter	Time
G.	Approval of the California Charter School Association (CCSA) Membership for 2025-2026 (Renewal)	Vote	Heidi Gasca	5 m

It is recommended the Board approve the CCSA Membership Renewal for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $25,104.00
Warner (#2053): $15,472.00
Helendale (#2073): $9,632.00

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

		Purpose	Presenter	Time
H.	Approval of the Settlement Agreement (Lares v. The Collaborative Charter Services Organization, et. al.)	Vote	Heidi Gasca	3 m

	Purpose	Presenter	Time

It is recommended the Board approve the settlement agreement (Lares v. The Collaborative Charter Services Organization, et. al.) for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

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

IX. Education Services — 1:01 PM

A. Approval of Amira Learning Reading Difficulties Screener — Vote — Jenny Craig — 5 m

It is recommended the Board approve the Amira Learning Reading Difficulties Screener for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: $1,996.00
Warner (#2053): $1,317.36
Helendale (#2073): $678.64

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

X. Personnel Services — 1:06 PM

A. Approval of Marsh McLennan Benefits — Vote — Megan Anderson — 8 m

It is recommended the Board approve the Marsh McLennan Benefits 2024-25 for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

	Purpose	Presenter	Time

Fiscal Impact: See attached premium rates.

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

XI. Policy Development — 1:14 PM

A. Approval of New Board Policies — Vote — Heidi Gasca — 5 m

It is recommended that the Board approve the proposed policies.

Board Policies: New

6000 Series - Instruction
6090 - EA Curriculum Selection Policy

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

XII. Public Hearing — 1:19 PM

A. Local Indicators and Local Control & Accountability Plan (LCAP) 2025-26 — Discuss — Jenny Craig — 8 m

Education Code Section 47606.5, states that the Governing Board of a charter school shall hold a public hearing as part of the process to adopt the 2025-26 Local Control and Accountability Plans (LCAP) for Excel Academy Charter School. The first reading of the 2025-26 LCAPs and the Local Performance Indicator Self-Reflection reports for

		Purpose	Presenter	Time

the California School Dashboard will be presented during the hearing. It is recommended the Board enter into a public hearing regarding the LCAP for 2025-26. During the hearing there will be a presentation on the LCAP for 2025-26.

a. 2025-26 LCAP Plan (Helendale)
b. 2025-26 LCAP Plan (Warner)

Hearing Open: _____ Hearing Closed: _____

B. Proposed Budget 2025-2026 Discuss Joe Sorrera 10 m

It is recommended the Board enter into a public hearing regarding the Proposed Budget for the 2025-26 school year. During the hearing there will be a presentation on the Proposed Budget for the 2025-26 school year.

a. 2025-26 Preliminary Budget
b. 2024-25 Education Protection Account (EPA) Plan Actuals (Helendale)
c. 2024-25 Education Protection Account (EPA) Plan Actuals (Warner)
d. 2025-26 Education Protection Account (EPA) Multi-Year Plan (Helendale)
e. 2025-26 Education Protection Account (EPA) Multi-Year Plan (Warner)
f. 2025-26 Local Control Funding Formula (LCFF) Budget Overview for Parents (Helendale)
g. 2025-26 Local Control Funding Formula (LCFF) Budget Overview for Parents (Warner)

Hearing Open: _____ Hearing Closed: _____

XIII. Calendar

The next scheduled Regular Board Meeting will be held on June 18, 2025.

XIV. Comments **1:37 PM**

A. Board Comments 5 m

B. CEO Comments 5 m

XV. Closing Items **1:47 PM**

A. Adjourn Meeting Vote

Roll Call Vote:

	Purpose	Presenter	Time

William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

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

Coversheet

Minutes of the Regular Board Meeting held on May 8, 2025

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting held on May 8, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on May 8, 2025

APPROVED

Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time
Thursday May 8, 2025 at 12:20 PM

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

Zoom Meeting Information:
Dial In: +1 253 205 0468
Meeting ID: 833 0663 2758
URL: https://us06web.zoom.us/j/83306632758

MISSION STATEMENT

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

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Directors Absent
None

Guests Present
L. Hansen

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Excel Academy (CA) to order on Thursday May 8, 2025 at 12:49 PM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

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

III. Approve Minutes

A. Minutes of the Regular Board Meeting held on March 13, 2025

S. Houle made a motion to approve the minutes from Regular Meeting of the Board of Directors on 03-13-25.
S. Fraire seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Minutes of the Special Board Meeting held on March 28, 2025

S. Houle made a motion to approve the minutes from Special Meeting of the Board of Directors on 03-28-25.
L. Alvarado seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Minutes of the Board Study Session held on April 10, 2025

S. Houle made a motion to approve the minutes from Board of Directors Study Session on 04-10-25.
L. Alvarado seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Adjourn to Closed Session

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

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

V. Reconvene Regular Meeting

A. Report out any action taken in closed session.

The Board voted to approve legal counsel's recommendation for case number 2024120715.

VI. Consent

A. Consent - Business/Financial Services

1. Check Register **-** March 2025
2. Check Register **-** April 2025
3. Cash Payment Reports- March 2025
4. Cash Payment Reports- April 2025
5. Approval of Excel Academy Charter Schools Content & Community Provider (CCP) Renewal Documents 2025-26
    1. Content & Community Provider Application
    2. Content and Community Provider FAQs
6. Ratification of The Association of Personalized Learning Schools & Services (APLUS+) Membership Renewal for 2025-26

B. Consent - Education Student/Services

1. Approval of Excel Academy Handbook for 2025-2026
2. Approval of GoGuardian Renewal
3. Approval of Presence Learning Renewal

4. Approval of Excel Academy Charter School High School Special Event Contract Revisions

C. Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of the 2025-2026 Certificated Work Year Calendars
4. Approval of the 2025-2026 Classified Work Year Calendars
5. Job Descriptions

D. Consent Items - Policy Development

M. Humphrey made a motion to Bill Hall.
L. Alvarado seconded the motion.
Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.

Board Policies: Revised (Revised with Changes)
The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

1000 Series - Community Relations
1025 - EA Uniform Complaint Policy

3000 Series - Business/Non-Instructional
3030 - EA Credit Card Use Policy
3135 - EA Gift Acceptance Policy

Board Policies: Reviewed (No Changes)
The following policies are being brought to the Board without changes for annual review.

3000 Series - Business/Non-Instructional
3000 - EA Fiscal Control Policy: Overview
3005 - EA Fiscal Control Policy: Purchasing
3011- EA Fiscal Control Policy: Accounts Payable and Record Keeping
3015 - EA Fiscal Control Policy: Accounts Receivable
3020 - EA Fiscal Control Policy: Expenses
3025 - EA Fiscal Control Policy: Finance and Assets
3100 - EA Content & Community Provider Code of Conduct
3105 - EA Content and Community Provider Risk Management Policy
3110 - EA Content and Community Provider Application and Pre-Approval
3115 - EA Terms & Conditions of the PO
3125 - EA Intraorganizational Loan Policy
The board **VOTED** unanimously to approve the motion.

VII. Business/Financial Services

A. Approval of Excel Academy Charter Schools Tax Form 990 Return and California Tax Form 199 Return (Draft) - Year Ended June 30, 2024, as prepared by CliftonLarsonAllen (CLA)

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

B. Approval of the Ordering Purchase System (OPS) (Renewal)

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

C. Approval of Sage Intacct Accounting Service Contract (Renewal)

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

D. Approval of the Stampli Contract (Renewal)

This is item was accidentally skipped over and will be placed on the June Board Meeting agenda.

E. Approval of Irvine Office Lease with the Irvine Company LLC (Renewal)

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

VIII. Education Services

A. Approval of Bright Thinker Service Licenses (Renewal)

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

B. Approval of the Tutor.com (Renewal)

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

C.

Approval of FlexPoint Education Cloud Renewal

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

IX. Personnel Services

A. Approval of the Declaration of Need (DON) for Fully Qualified Educators

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

B. Approval of 2025-2026 Strategic Staffing Plan & Salary Schedules

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

X. Policy Development

A. Approval of New Board Policies

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

XI. Comments

A. Board Comments

The Board thanked the team for everything that was put into the Strategic Plan. They thanked the teachers and principals that pour into the students, and doing the right things for them as well. They remarked on the well developed culture of the school--a culture of trust--that's been build by the principals, teachers, HR, office team, etc.

B. CEO Comments

Heidi thanked the Board and the Principals for being present, Joe and Megan for the strategic plan, and School Counselor Larissa Allen-Jefferson for the impact she's made this year.

XII. 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 2:29 PM.

Respectfully Submitted,
W. Hall

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

Coversheet

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

Section: VI. 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 (1).pdf

Excel Academy
Special Education Department

2024-2025

EXCEL ACADEMY
A TK-12 Public Charter School

Our Team

24/25 Excel Sped Team

Instructional Team

*7 Mild/Moderate Case Managers (*3)*
*2 Moderate/Severe Case Managers (*1)*
1 Dually Credentialed Case Manager

Specialist Team

*2 School Psychologists (*1)*
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**
Assistant Director
Director

Current Students

24/25 Student Demographics

161 Students w/ IEPs
10 initial evaluations pending
approximately 10-11% 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

1. Speech or Language Impairment (32%)
   **increase over 23/24*
2. Specific Learning Disability (27%)
3. Autism (19%)
4. Other Health Impairment (13%)
5. Emotional Disturbance & Intellectual Disability (7% combined)
   **increase in ID over 23/24*

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.

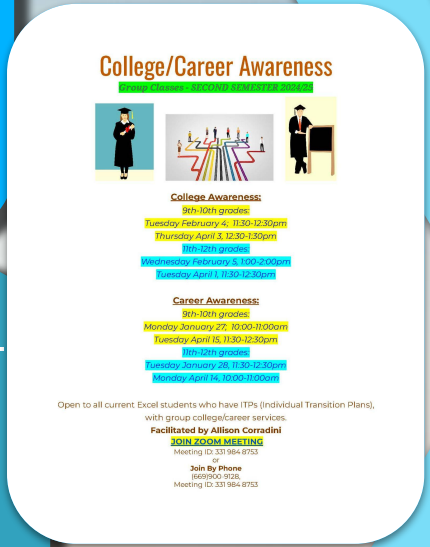
Warner scope - increased significantly in Math
(+22.9 pts, n=55)

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!!


College/Career Awareness

Group Classes - SECOND SEMESTER 2024/25

College Awareness:
9th-10th grades:
Tuesday February 4, 11:30-12:30pm
Thursday April 3, 12:30-1:30pm
11th-12th grades:
Wednesday February 5, 1:00-2:00pm
Tuesday April 1, 11:30-12:30pm

Career Awareness:
9th-10th grades:
Monday January 27, 10:00-11:00am
Tuesday April 15, 11:30-12:30pm
11th-12th grades:
Tuesday 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: 331 984 8753
or
Join By Phone
(669)900 9128,
Meeting ID: 331 984 8753

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)

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

- ★ *Annual Internal PD series, led by our team*
- ★ *Institute for Multisensory Education (IMSE)*
  - *Dyslexia Overview*
  - *Phonological Awareness*
  - *Writing/Grammar*
- ★ *APlus+ Conference*
  - *Mod/Severe CM team presented*
- ★ *AALRR Education Law Conference*
- ★ *Goalbook PD series*
- ★ *Prior Written Notice "Lunch and Learn" series*
- ★ *"SPED Talk" AALRR monthly webinars*
- ★ *ACSA Every Child Counts Symposium*
- ★ *SELPA ADR Conference*

Legal Updates

2 Affirmative Filings Initiated by EACS in Semester 1

2 additional pending

- Our streak of zero Due Process requests since Fall 2021 has unfortunately ended
- 3 of 4 cases related to newly enrolled EACS students 24-25
- All parents working with advocates (3 new families with the same known advocate)
- Issues:
  - Defending assessment results rather than granting IEEs
  - Defending offer of FAPE to exit student from special education

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, Yassemine 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. Yassemine 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.

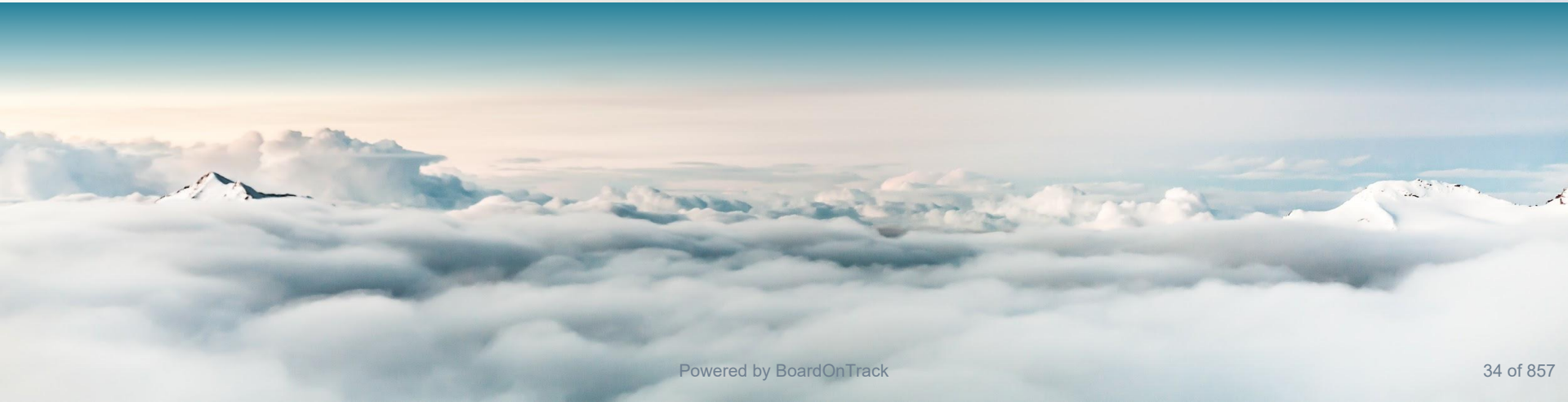
Blake's speech therapist, Joshue Torres and his occupational therapist, Aileen Tang are excellent with him. They are both dedicated and caring people who genuinely show their interest in helping Blake in their respective areas.

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

Consent - Business/Financial Services

Section: VII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Hatch and Cesario Agreement Renewal.pdf
Bolton Property and Casualty Insurance renewal.pdf
McDougal Agreement Renewal.pdf
5.23.25 Semi Monthly Cash Requirement Rpt..pdf
5.23.25 Monthly Cash Requirement Rpt..pdf
5.09.25 Semi Monthly Cash Requirement Rpt..pdf
Check register 050125-053125.pdf

BACKGROUND:

Item: Approval of Hatch & Cesario Agreement for Legal Services for 2025-2026

Background: This contract between Excel Academy and Hatch & Cesario will allow for legal services to benefit Excel Academy in any legal matters.

The fiscal impact of Hatch & Cesario's legal services will be as follows.

Senior Partners $385.00

Partners/Of-Counsel $370.00

Senior Associate $355.00

Associate $335.00

Law Clerk: $220.00

Senior Paralegal $225.00

Paralegal: $220.00

Education Consultant $220.00

Item: Approval of McDougal Boehmer Foley Lyon Mitchell & Erickson Agreement for Legal Services for 2025-2026

Background: This contract is entered into by and between Excel Academy Charter Schools (EACS) and

McDougal Boehmer Foley Lyon Mitchell & Erickson ("Attorneys and/or Consultants") as authorized by the Education Code, Government Code, and Public Contracts Code.

EACS hires Attorneys to provide legal and consultant services in connection with the operation of the EACS. Attorneys will provide those legal and consultant services reasonably required to represent Client.

This Agreement shall commence on July 1, 2025, and shall continue in effect until

terminated, modified or amended. This Agreement may be modified or amended by the parties in writing. This Agreement may be terminated by the Client at any time with written notice to Attorneys. Client agrees to pay to Attorney the sum of $200.00 per hour of

Attorney time for all matters relating to legal services. Client further agrees to pay $115.00 per hour for Law Clerk/Paralegal time to the extent time is expended in the performance of the above-described services, plus reasonable costs and expenses as described herein.

Item: Approval of Bolton Property & Casualty Insurance Renewal for 2025-2026

Background: As the School’s insurance broker, Bolton & Company completed the annual process to review and negotiate renewal rates for all insurance policies held by Corporation. The renewal rates take effect July 1, 2025.

It is recommended the Board approve the renewal rates for all property and casualty insurance policies for the 2025-2026 school year including: Property, General Liability, Automobile, Umbrella Liability, Educators Legal Liability, Directors and Officers, Employment Practices Liability, Workers’ Compensation, Student Accident, and Cyber Security.

HATCH & CESARIO

ATTORNEYS-AT-LAW

May 27, 2025

Sent Via Email Only: hgasca@excelacademy.education

Heidi Gasca, M. Ed., Chief Executive Officer/Executive Director
Excel Academy Charter Schools
1 Technology Drive, Ste. I-811
Irvine, CA 92618

Re: 2025-2026 Legal Services Agreement

Dear Heidi:

Attached for your consideration is Hatch & Cesario's legal services agreement for the 2025-2026 fiscal year.

If you approve of this agreement, please place your initials and signature on page 3 and provide me with a copy. Also attached is Hatch & Cesario's W-9 form, which includes our tax identification number, for your records.

Thank you for choosing Hatch & Cesario. We appreciate the opportunity to work with Excel Academy Charter Schools.

Sincerely,

HATCH & CESARIO, Attorneys-at-Law

Deborah R.G. Cesario

Enclosures: 2025-2026 Legal Services Agreement
Hatch & Cesario's W-9

10531 4S Commons Drive, Suite 583
San Diego, CA 92127
debbie@hatchcesariolaw-sd.com
(858) 943-4200 Office & Fax
www.hatchcesariolaw.com

HATCH & CESARIO

ATTORNEYS-AT-LAW

AGREEMENT FOR LEGAL SERVICES
July 1, 2025 – June 30, 2026

This Agreement is by and between Excel Academy Charter Schools ("Client") and Hatch & Cesario, Attorneys-at-Law ("Attorney").

Attorney's Services

The Attorney agrees to provide the Client with consulting, representational, and legal services pertaining to special education and general student matters, including representation in administrative and judicial proceedings, as requested by the Client or as required by law. A separate agreement may be required for state or federal court proceedings.

The Attorney shall provide legal services as reasonably required to represent the Client in such matters, take reasonable steps to inform the Client of significant developments, and respond to the Client's inquiries. The Client understands that the Attorney cannot guarantee any particular results, including the costs and expenses of representation.

Hourly Rates

Client agrees to pay Attorney for services rendered based upon the following rate schedule:

Senior Partners/Senior Of Counsel*	$385.00
Partners/Of Counsel	$370.00
Senior Associate	$355.00
Associate	$335.00
Law Clerk	$220.00
Senior Paralegal	$225.00
Paralegal	$220.00
Education Consultant	$220.00

**With 20 years of experience or more and named partners.*

The Attorney shall bill the Client for legal services in one-tenth (.10) increments.

Costs, Expenses, and Other Requirements Applicable to the Client

The Client agrees to reimburse the Attorney for necessary costs and expenses incurred by the Attorney on behalf of the Client, including the following:

In-office Photocopying	$0.25 per page
Outside Photocopying	Actual usage
Facsimile/Scanning	None
Postage	Actual usage
Mileage	IRS mileage rate

Costs, such as electronic legal research services, messenger, meals, and lodging, shall be charged on an actual and necessary basis.

Payment for Services

The Attorney shall send the Client a statement for fees and costs incurred every calendar month. Such statements shall set forth the amount, rate, and description of services provided. Payment by the Client against monthly billings is due upon receipt of statements and is considered delinquent if payment is not received within thirty (30) days of the invoice date.

The California Business & Professions Code requires the Attorney to inform you whether we maintain errors and omissions insurance coverage applicable to the services rendered. We hereby confirm that the Attorney does maintain such insurance coverage.

Legal Fees and Costs Covered by JPA or Insurance Policy

When the Client is named as a party in an administrative or court proceeding, the Client may have coverage under a joint powers authority ("JPA") memorandum of understanding or liability insurance policy for legal fees and related costs. We recommend that any new filings against the Client be tendered to a representative of the JPA or your insurer as soon as you are served.

If you have coverage and wish to work with the Attorney, it will agree to represent you at the rates set forth in this Agreement unless the Attorney and Client agree otherwise. The Attorney will also agree to follow all litigation guidelines in effect and will not charge for expenses not otherwise authorized.

At times, a JPA or insurer may decline to pay for legal fees or expenses that are otherwise covered and acceptable under the applicable guidelines. The Attorney will follow all established appeal procedures to negotiate any declined items with the JPA or insurer.

If, after the appeals process, the JPA or insurer continues to deny payment without a good faith basis, the Attorney will require that the Client pay those fees directly. Any fees chargeable to the Client will continue to be at the rates set forth in this Agreement unless the Attorney and Client agree otherwise.

Discharge of Services

The Client may discharge the Attorney at any time by written notice. Unless otherwise agreed, and except as required by law, the Attorney will provide no further legal services hereunder after receipt of such notice. The Attorney may withdraw its services with the Client's consent or as allowed or required by law upon ten (10) days written notice. Upon discharge or withdrawal, the Attorney shall transition all outstanding legal work and services to others, as the Client shall direct.

Mediation

If a dispute arises out of or relating to any aspect of this Agreement between Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Client and Attorney agree to first try in good faith to resolve the dispute in private by the use of mediation before initiating any arbitration, litigation, or any other dispute resolution procedure. The cost of such mediation shall be borne equally by the parties unless otherwise stipulated in a settlement agreement between the parties. Either party may initiate mediation through the service of a written demand in person or by mail or, if agreed to by the parties in advance, by e-mail to the opposing party. The mediation session will occur at a time mutually agreed upon by the parties in consultation with a mutually selected mediator, though no later than sixty (60) days after the date of service of the initial notice unless otherwise agreed by the parties and mediator.

By initialing below, the Client and Attorney confirm that they have read and understand the paragraph above and voluntarily agree to mediation. By this Agreement, the Attorney has advised the Client of the right to have an independent lawyer of the Client's choice to review this mediation provision and this entire Agreement before initialing this provision or signing this Agreement.

_____ (Client Initial Here) DRC (Attorney Initial Here)

Term of Agreement

The term of this Agreement is effective July 1, 2025 through June 30, 2026, and may be modified in writing by mutual agreement of Client and Attorney. This Agreement shall be terminable by either Attorney or Client upon thirty (30) days written notice.

Excel Academy Charter Schools	Hatch & Cesario, Attorneys-at-Law
_____	Deborah RG Cesario
Heidi Gasca, M. Ed.	Deborah R.G. Cesario
Chief Executive Officer/Executive Director	Senior Partner
_____	May 27, 2025
Date	Date

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See ***Specific Instructions*** on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

Law Offices of Deborah R.G. Cesario

2 Business name/disregarded entity name, if different from above.

Doing business as Hatch & Cesario, Attorneys-at-Law

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☐ C corporation ☑ S corporation ☐ Partnership ☐ Trust/estate

☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . .

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)

(Applies to accounts maintained outside the United States.)

5 Address (number, street, and apt. or suite no.). See instructions.

10531 4S Commons Drive, Suite 583

6 City, state, and ZIP code

San Diego, CA 92127

Requester's name and address (optional)

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–		–				

or

Employer identification number

4	7	–	2	9	0	8	1	8	5

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here **Signature of U.S. person** Deborah RG Cesario **Date** April 22, 2024

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

must obtain your correct taxpayer identification number (TIN), which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

• Form 1099-INT (interest earned or paid).

• Form 1099-DIV (dividends, including those from stocks or mutual funds).

• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds).

• Form 1099-NEC (nonemployee compensation).

• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers).

• Form 1099-S (proceeds from real estate transactions).

• Form 1099-K (merchant card and third-party network transactions).

• Form 1098 (home mortgage interest), 1098-E (student loan interest), and 1098-T (tuition).

• Form 1099-C (canceled debt).

• Form 1099-A (acquisition or abandonment of secured property).

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

Caution: If you don't return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding*, later.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued);

2. Certify that you are not subject to backup withholding; or

3. Claim exemption from backup withholding if you are a U.S. exempt payee; and

4. Certify to your non-foreign status for purposes of withholding under chapter 3 or 4 of the Code (if applicable); and

5. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting is correct. See *What Is FATCA Reporting*, later, for further information.

Note: If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

• An individual who is a U.S. citizen or U.S. resident alien;

• A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;

• An estate (other than a foreign estate); or

• A domestic trust (as defined in Regulations section 301.7701-7).

Establishing U.S. status for purposes of chapter 3 and chapter 4 withholding. Payments made to foreign persons, including certain distributions, allocations of income, or transfers of sales proceeds, may be subject to withholding under chapter 3 or chapter 4 of the Code (sections 1441–1474). Under those rules, if a Form W-9 or other certification of non-foreign status has not been received, a withholding agent, transferee, or partnership (payor) generally applies presumption rules that may require the payor to withhold applicable tax from the recipient, owner, transferor, or partner (payee). See Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities.

The following persons must provide Form W-9 to the payor for purposes of establishing its non-foreign status.

• In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the disregarded entity.

• In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the grantor trust.

• In the case of a U.S. trust (other than a grantor trust), the U.S. trust and not the beneficiaries of the trust.

See Pub. 515 for more information on providing a Form W-9 or a certification of non-foreign status to avoid withholding.

Foreign person. If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person (under Regulations section 1.1441-1(b)(2)(iv) or other applicable section for chapter 3 or 4 purposes), do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Pub. 515). If you are a qualified foreign pension fund under Regulations section 1.897(l)-1(d), or a partnership that is wholly owned by qualified foreign pension funds, that is treated as a non-foreign person for purposes of section 1445 withholding, do not use Form W-9. Instead, use Form W-8EXP (or other certification of non-foreign status).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a saving clause. Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items.

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.

2. The treaty article addressing the income.

3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.

4. The type and amount of income that qualifies for the exemption from tax.

5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if their stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first Protocol) and is relying on this exception to claim an exemption from tax on their scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

Backup Withholding

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 24% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include, but are not limited to, interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third-party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester;

2. You do not certify your TIN when required (see the instructions for Part II for details);

3. The IRS tells the requester that you furnished an incorrect TIN;

4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only); or

5. You do not certify to the requester that you are not subject to backup withholding, as described in item 4 under "*By signing the filled-out form*" above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code*, later, and the separate Instructions for the Requester of Form W-9 for more information.

See also *Establishing U.S. status for purposes of chapter 3 and chapter 4 withholding*, earlier.

What Is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all U.S. account holders that are specified U.S. persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code*, later, and the Instructions for the Requester of Form W-9 for more information.

Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you are no longer tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account, for example, if the grantor of a grantor trust dies.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of $50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a $500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Line 1

You must enter one of the following on this line; **do not** leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account (other than an account maintained by a foreign financial institution (FFI)), list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9. If you are providing Form W-9 to an FFI to document a joint account, each holder of the account that is a U.S. person must provide a Form W-9.

• **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

Note for ITIN applicant: Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040 you filed with your application.

• **Sole proprietor.** Enter your individual name as shown on your Form 1040 on line 1. Enter your business, trade, or "doing business as" (DBA) name on line 2.

• **Partnership, C corporation, S corporation, or LLC, other than a disregarded entity.** Enter the entity's name as shown on the entity's tax return on line 1 and any business, trade, or DBA name on line 2.

• **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. Enter any business, trade, or DBA name on line 2.

• **Disregarded entity.** In general, a business entity that has a single owner, including an LLC, and is not a corporation, is disregarded as an entity separate from its owner (a disregarded entity). See Regulations section 301.7701-2(c)(2). A disregarded entity should check the appropriate box for the tax classification of its owner. Enter the owner's name on line 1. The name of the owner entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner's name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity's name on line 2. If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, enter it on line 2.

Line 3a

Check the appropriate box on line 3a for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box on line 3a.

IF the entity/individual on line 1 is a(n) . . .	THEN check the box for . . .
• Corporation	Corporation.
• Individual or • Sole proprietorship	Individual/sole proprietor.
• LLC classified as a partnership for U.S. federal tax purposes or • LLC that has filed Form 8832 or 2553 electing to be taxed as a corporation	Limited liability company and enter the appropriate tax classification: P = Partnership, C = C corporation, or S = S corporation.
• Partnership	Partnership.
• Trust/estate	Trust/estate.

Line 3b

Check this box if you are a partnership (including an LLC classified as a partnership for U.S. federal tax purposes), trust, or estate that has any foreign partners, owners, or beneficiaries, and you are providing this form to a partnership, trust, or estate, in which you have an ownership interest. You must check the box on line 3b if you receive a Form W-8 (or documentary evidence) from any partner, owner, or beneficiary establishing foreign status or if you receive a Form W-9 from any partner, owner, or beneficiary that has checked the box on line 3b.

Note: A partnership that provides a Form W-9 and checks box 3b may be required to complete Schedules K-2 and K-3 (Form 1065). For more information, see the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

If you are required to complete line 3b but fail to do so, you may not receive the information necessary to file a correct information return with the IRS or furnish a correct payee statement to your partners or beneficiaries. See, for example, sections 6698, 6722, and 6724 for penalties that may apply.

Line 4 Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to you.

Exempt payee code.

• Generally, individuals (including sole proprietors) are not exempt from backup withholding.

• Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.

• Corporations are not exempt from backup withholding for payments made in settlement of payment card or third-party network transactions.

• Corporations are not exempt from backup withholding with respect to attorneys' fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space on line 4.

1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2).

2—The United States or any of its agencies or instrumentalities.

3—A state, the District of Columbia, a U.S. commonwealth or territory, or any of their political subdivisions or instrumentalities.

4—A foreign government or any of its political subdivisions, agencies, or instrumentalities.

5—A corporation.

6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or territory.

7—A futures commission merchant registered with the Commodity Futures Trading Commission.

8—A real estate investment trust.

9—An entity registered at all times during the tax year under the Investment Company Act of 1940.

10—A common trust fund operated by a bank under section 584(a).

11—A financial institution as defined under section 581.

12—A middleman known in the investment community as a nominee or custodian.

13—A trust exempt from tax under section 664 or described in section 4947.

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
• Interest and dividend payments	All exempt payees except for 7.
• Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
• Barter exchange transactions and patronage dividends	Exempt payees 1 through 4.
• Payments over $600 required to be reported and direct sales over $5,000[1]	Generally, exempt payees 1 through 5.[2]
• Payments made in settlement of payment card or third-party network transactions	Exempt payees 1 through 4.

[1] See Form 1099-MISC, Miscellaneous Information, and its instructions.

[2] However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

Exemption from FATCA reporting code. The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) entered on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37).

B—The United States or any of its agencies or instrumentalities.

C—A state, the District of Columbia, a U.S. commonwealth or territory, or any of their political subdivisions or instrumentalities.

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i).

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i).

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state.

G—A real estate investment trust.

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940.

I—A common trust fund as defined in section 584(a).

J—A bank as defined in section 581.

K—A broker.

L—A trust exempt from tax under section 664 or described in section 4947(a)(1).

M—A tax-exempt trust under a section 403(b) plan or section 457(g) plan.

Note: You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns. If this address differs from the one the requester already has on file, enter "NEW" at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

Line 6

Enter your city, state, and ZIP code.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have, and are not eligible to get, an SSN, your TIN is your IRS ITIN. Enter it in the entry space for the Social security number. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note: See *What Name and Number To Give the Requester*, later, for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at *www.SSA.gov*. You may also get this form by calling 800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at *www.irs.gov/EIN*. Go to *www.irs.gov/Forms* to view, download, or print Form W-7 and/or Form SS-4. Or, you can go to *www.irs.gov/OrderForms* to place an order and have Form W-7 and/or Form SS-4 mailed to you within 15 business days.

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and enter "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, you will generally have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note: Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon. See also *Establishing U.S. status for purposes of chapter 3 and chapter 4 withholding*, earlier, for when you may instead be subject to withholding under chapter 3 or 4 of the Code.

Caution: A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, 4, or 5 below indicates otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code*, earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third-party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), ABLE accounts (under section 529A), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account) other than an account maintained by an FFI	The actual owner of the account or, if combined funds, the first individual on the account[1]
3. Two or more U.S. persons (joint account maintained by an FFI)	Each holder of the account
4. Custodial account of a minor (Uniform Gift to Minors Act)	The minor[2]
5. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee[1]
b. So-called trust account that is not a legal or valid trust under state law	The actual owner[1]
6. Sole proprietorship or disregarded entity owned by an individual	The owner[3]
7. Grantor trust filing under Optional Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))**	The grantor*
8. Disregarded entity not owned by an individual	The owner
9. A valid trust, estate, or pension trust	Legal entity[4]
10. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
11. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
12. Partnership or multi-member LLC	The partnership
13. A broker or registered nominee	The broker or nominee
14. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
15. Grantor trust filing Form 1041 or under the Optional Filing Method 2, requiring Form 1099 (see Regulations section 1.671-4(b)(2)(i)(B))**	The trust

[1] List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

[2] Circle the minor's name and furnish the minor's SSN.

[3] You must show your individual name on line 1, and enter your business or DBA name, if any, on line 2. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

[4] List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.)

* **Note:** The grantor must also provide a Form W-9 to the trustee of the trust.

** For more information on optional filing methods for grantor trusts, see the Instructions for Form 1041.

Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records From Identity Theft

Identity theft occurs when someone uses your personal information, such as your name, SSN, or other identifying information, without your permission to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax return preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity, or a questionable credit report, contact the IRS Identity Theft Hotline at 800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for Taxpayers.

Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 877-777-4778 or TTY/TDD 800-829-4059.

Protect yourself from suspicious emails or phishing schemes. Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to *phishing@irs.gov*. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 800-366-4484. You can forward suspicious emails to the Federal Trade Commission at *spam@uce.gov* or report them at *www.ftc.gov/complaint*. You can contact the FTC at *www.ftc.gov/idtheft* or 877-IDTHEFT (877-438-4338). If you have been the victim of identity theft, see *www.IdentityTheft.gov* and Pub. 5027.

Go to *www.irs.gov/IdentityTheft* to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and territories for use in administering their laws. The information may also be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payors must generally withhold a percentage of taxable interest, dividends, and certain other payments to a payee who does not give a TIN to the payor. Certain penalties may also apply for providing false or fraudulent information.

A Renewal Proposal for

Excel Academy Charter Schools

Effective: July 1, 2024

Jonathan Schreter, MBA, CIC
Executive Vice President

Craig Myers
Associate Vice President

Prepared: May 28, 2025

SERVICING TEAM

Excel Academy Charter Schools

Service Team					
Broker	**Jonathan Schreter, Executive Vice Presid**				
	E-mail:	Jonathan.Schreter@imacorp.com	Direct:	(626) 535-1408	Fax: (626) 583-4609
	Craig Myers, Vice President				
	E-mail:	Craig.Myers@imacorp.com	Direct:	(626) 535-1447	Fax: (626) 583-4609
Service Team	**Marisa Moncrief, Client Manager**				
	E-mail:	Marisa.Moncrief@imacorp.com	Direct:	(626) 507-1391	
	Deja Gonzales, Client Analyst				
	E-mail:	Deja.Gonzales@imacorp.com	Direct:	(626) 788-4962	
	Service Team Fax:		(626) 583-2117		
Property & Casualty Resources					
Certificates/ Evidences	**Standard - Receipt in 24 Hours**		**Rush - Receipt in 3 Hours**		
	Email:	CertRequest@imacorp.com	Email:	RushCertRequest@imacorp.com	
	Fax:	(626) 583-2117			
Property & Casualty Claims	**Summerly Nava, Property & Casualty Claims Manager**				
	Direct:	(626) 535-1465	**Fax:**	(626) 583-2117	
	E-mail:	Summerly.Nava@imacorp.com			
Workers' Comp Claims	**Lorenda Edmundson, Sr. Workers' Comp Consultant**				
	Direct:	(626) 535-1815	Fax:	(626) 583-2117	
	E-mail:	Lorenda.Edmundson@imacorp.com			
Risk Control	**Stefanie Nobriga, Director of Ergonomics, Risk Control Leader, W**				
	Direct:	(626) 535-1436	Fax:	(626) 583-2117	
	E-mail:	Stefanie.Nobriga@imacorp.com			
Bonds	**Mary Smith, Associate Producer Surety**				
	Direct:	(626) 535-1473	Fax:	(626) 583-2124	
	E-mail:	Mary.Smith@imacorp.com			

SERVICING TEAM

Excel Academy Charter Schools

Department Leads	
Property & Casualty	**Erin Powell, Senior Vice President, Property & Casualty** Direct: (626) 535-1439 Fax: (626) 583-2117 E-mail: Erin.Powell@imacorp.com
Employee Benefits	**Jacqueline Roth, Director of Employee Benefits** Direct: (626) 535-1968 Fax: (626) 583-2119 E-mail: Jacqueline.Roth@imacorp.com
Personal Risk Management	**Jessica Gunnar, Senior Vice President** Direct: (626) 535-1817 Fax: (626) 583-2116 E-mail: Jessica.Gunnar@imacorp.com

PREMIUM COMPARISON

Excel Academy Charter Schools

	2024-2025 Expiring Premium	2025-2026 Renewal Premium	$ Difference	% Difference
Property including Inland Marine & Crime	$ 479	$ 479	$ -	0%
Automobile	$ 4,620	$ 5,332	$ 712	15%
General Liability	$ 19,068	$ 19,511	$ 443	2%
Umbrella	$ 8,118	$ 9,991	$ 1,873	23%
Educators Legal Liability including D&O and EPL	$ 32,732	$ 37,012	$ 4,280	13%
Crime	$ 4,018	$ 4,021	$ 3	0%
Cyber Liability	$ 12,705	$ 12,705	$ -	0%
Fee	$ 150	$ 150	$ -	0%
Surplus Lines Taxes & Fees	$ 404	$ 404	$ -	0%
Student/Volunteer Accident*	$ 4,386	$ 5,097	$ 711	16%
Workers' Compensation	$ 42,634	$ 42,067	$ (567)	-1%
TOTAL	**$ 129,314**	**$ 136,769**	**$ 7,455**	**6%**

*Student/Volunteer Accident Premium increase due to increase in student count for 9 to 12 grades (529 to 607).

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Higher Limits May be Available for All Coverages

SUBJECTIVITIES

WORKERS COMPENSATION
Independent Contractors and Subcontractors: In the event that an Insured utilizes subcontracted labor, the insured must furnish satisfactory evidence that the subcontractor has workers compensation insurance in force, covering the work performed for the insured. The following documents may be used to provide satisfactory evidence: - Certificate of Insurance for the subcontractor's workers compensation policy - Certificate of exemption (if available in their state - not available in CA) - Copy of the Subcontractor's workers compensation policy In the event any form of this documentation is not available for review or deemed otherwise insufficient, amounts paid to these subcontractors or independent contractors will be included as payroll and utilized in the calculation of final audit premium

Package Subject to:
Signed Terrorism Rejection Form

Cyber Subject to:
Signed HCC application dated within 45 days of the effective date by the officer of the company (Owner, President, CEO or COO)

Workers Compensation Subject to:
Signed Acord Application

NAMED INSUREDS

Excel Academy Charter Schools

FKA Community Collaborative Charter School

SCHEDULE OF LOCATIONS

1) 1 Technology Dr., Bldg. 1811, Irvine, CA 92618
2) 87-3163 Mamalahoa Hwy, Captain Cook, HI 96704 (Work Comp)

STATEMENT OF VALUES

2025-2026

Loc #	Entity Name/Location	Occupancy	Buildings	Business Personal Prop.	EDP	Bus. Income/ Extra Expense	Year Built/ Year Roof & Elec Updated	Construction Type/ Roof Type	# Stories	Total Bldg. Sq. Ft./ Occupied Sq. Ft.	Sprinklers	Local/Central Alarm
1	1 Technology Dr., Bldg 1-811 Irvine, CA 92618	Office	$0	$11,000	$100,000	$10,325						
		TOTAL	$0	$11,000	$100,000	$10,325						

Date

Name of Insured: **Excel Academy Charter Schools**

By:

Title:

RENEWAL PROPOSAL OF INSURANCE

2024-2025

Excel Academy Charter Schools

	2024-2025 Expiring	2025-2026 Renewal	Remarks
Property	**Philadelphia A++ XV Admitted**	**Philadelphia A++ XV Admitted**	
Business Personal Property	$11,000	$11,000	
Business Income/Extra Expense	$10,325	$10,325	
Property Deductible	$1,000	$1,000	
Business Income Waiting Period	24 Hours	24 Hours	
Earthquake Sprinkler Leakage	$10,000	$10,000	
Equipment Breakdown	Included	Included	

Locations: See Statement of Values

CONDITIONS: Special Form; Replacement Cost; Agreed Value; 100% Co-Insurance; Includes Extended Period of Indemnity 360 Days and Increased Period of Restoration; Includes Protective Safeguard Endorsement - sprinkler and alarm system must be operable. Includes Philadelphia Bell Endorsement, Workplace Violence Loss of Income Endorsement, Crisis Management Endorsement and Elite Property Enhancement: Academic Schools Endorsements; Communicable Disease Exclusion Endorsement

EXCLUSIONS: Including, but not limited to Earthquake and Flood

Inland Marine	**Philadelphia A++ XV Admitted**	**Philadelphia A++ XV Admitted**	
Blanket Computer Coverage	$50,000	$50,000	
Blanket Monthly Limit of Indemnity	$10,000	$10,000	
While In Transit	$10,000	$10,000	
Transfer between Premises	$10,000	$10,000	
Temp within other premises	$10,000	$10,000	
Permanently located at an employee's residence	$10,000	$10,000	
Deductible	$1,000	$1,000	

EXCLUSIONS: Including, but not limited to Governmental Action; Nuclear Hazard; Off-Premises Services; War or Military Action; Earthquake and Flood

RENEWAL PROPOSAL OF INSURANCE

2024-2025

Excel Academy Charter Schools

	2024-2025 Expiring	2025-2026 Renewal	Remarks
Business Auto	**Philadelphia A++ XV Admitted**	**Philadelphia A++ XV Admitted**	
Auto Liability - Non-Owned & Hired	$1,000,000	$1,000,000	
Hired Auto Physical Damage - Cost of Hire	$5,000	$5,000	
Hired Auto Physical Damage Deductibles	$1,000 Coll $1,000 Comp	$1,000 Coll $1,000 Comp	

CONDITIONS: Employees and Volunteers as Insureds for Hired Autos

We are not aware of any excluded drivers at the time of quoting. The carrier may review driving records and exclude any drivers that do not meet their guidelines of acceptability.

RENEWAL PROPOSAL OF INSURANCE

2024-2025

Excel Academy Charter Schools

	2024-2025 Expiring	2025-2026 Renewal	Remarks
General Liability	**Philadelphia A++ XV Admitted**	**Philadelphia A++ XV Admitted**	
General Aggregate Limit	$3,000,000	$3,000,000	
Products-Completed Operations Aggregate	$3,000,000	$3,000,000	
Personal & Advertising Injury Limit	$1,000,000	$1,000,000	
Each Occurrence Limit	$1,000,000	$1,000,000	
Damage to Premises Rented to You Limit - Any One Premises	$300,000	$300,000	
Medical Payments Limit - Any One Person	$15,000	$15,000	
Sexual Abuse & Molestation/Aggregate	$1,000,000/$3,000,000	$1,000,000/$3,000,000	
Employee Benefits Liability/Aggregate	$1,000,000/$3,000,000	$1,000,000/$3,000,000	
Deductible	N/A	N/A	
Student Count	1,650	1,727	

CONDITIONS: Employee Benefits Liability is a Claims-Made & Reported Form. Retroactive Date: 7/15/2015; Includes Employee Defense Coverage; Volunteers and Employees as Insureds; Fund Raising Events Endorsement; General Liability Deluxe: Schools Endorsement

The wording adding additional insured status for vendors, landlords, contractors or owners on your Commercial General Liability Policy applies only when there is a written contract between you and one of these entities requiring they be added to your policy as an additional insured. Please make sure to advise us if there is no contract at the time these are requested so special arrangements can be made with your insurance carrier. An unaltered purchase order is not considered a contract. Requests from these entities for additional insured status with no contract in force should be resisted as you have no legal obligation to provide this and claims against your policy in this situation could reduce the liability limits on your policy.

EXCLUSIONS: Including, but not limited to Pollution; Punitive Damages; Nuclear Energy; Mold; Asbestos; Property in your Care, Custody or Control; Employment Related Practices; Fungi or Bacteria; Lead; Electronic Chat Rooms; Violations of Statues; War; Employers Liability; Drones or Unmanned Aircraft; Aircraft or Watercraft; Trampolines or Rebounding Devices;

RENEWAL PROPOSAL OF INSURANCE

2024-2025

Excel Academy Charter Schools

	2024-2025 Expiring	2025-2026 Renewal	Remarks
Umbrella	**Philadelphia A++ XV Admitted**	**Philadelphia A++ XV Admitted**	
Per Occurrence	$4,000,000	$4,000,000	
Aggregate Limit	$4,000,000	$4,000,000	
Retention	$10,000	$10,000	

CONDITIONS : Limits are excess of Primary General Liability, Sexual Abuse & Molestation, Employee Benefits Liability, Non-Owned & Hired Auto Liability, Employers Liability

EXCLUSIONS : Including, but not limited to Pollution; Fungi or Bacteria; Lead; Punitive Damages; Nuclear; Mold; Asbestos; Property in your Care, Custody or Control; Directors and Officers Liability; Employment Related Practices; Educators Professional Liability; Violent Event Response; Silica; Subsidence; Liquor Liability

Educators Professional Select	**Philadelphia A++ XV Admitted**	**Philadelphia A++ XV Admitted**	
Educators Legal Liability - Each Claim/Aggregate	$3,000,000/$3,000,000	$3,000,000/$3,000,000	
Directors & Officers Liability	Included	Included	
Retention-Per Claim	$25,000	$25,000	
Employment Practices Liability - Each Claim/Aggregate	$3,000,000/$3,000,000	$3,000,000/$3,000,000	
Retention-Per Claim	$25,000	$50,000	
Policy Aggregate	$3,000,000	$3,000,000	
Non-Monetary Defense - Occurrence/Aggregate	$100,000/$300,000	$100,000/$300,000	
Retention-Per Claim	$10,000	$10,000	

CONDITIONS : Claims-Made & Reported Form; Retroactive Date: 7/15/2015
Includes Wrongful Acts arising out of Education, Employment Practices, Directors, Officers and Trustees; Defense costs paid in addition to the policy limit; Includes Third Party Coverage in respects to Employment Practices Liability; Shared Limits; 12 Month Extended Reporting Period; Includes Crisis Management Enhancement Endorsement

EXCLUSIONS : Including, but not limited to Pollution; Asbestos; Bodily Injury or Property Damage; Fraudulent, Dishonest, Malicious, Criminal or Intentional Wrongful Acts or Omissions; Fungi, Bacteria or Organic Pathogens; Intellectual Property; Lead; Personal and Advertising Injury; Radioactive/Nuclear Materials; Sexual Abuse & Molestation; War; Failure to Maintain Insurance; Securities; Access or Disclosure of Confidential or Personal Information; Wage and Hour Violations

COVERAGE RE-CAP

2024-2025

Excel Academy Charter Schools

Philadelphia Indemnity Umbrella $ 4,000,000			**Philadelphia Indemnity Educators Professional Select Professional Liability/ Directors & Officers Liability/ Employment Practices Liability $ 3,000,000**
Employer's Liability $1,000,000	**Philadelphia Indemnity General Liability/ Employee Benefits Liability/ Sexual Abuse & Molestation $1,000,000**	**Philadelphia Indemnity Auto Liability $1,000,000**	

RENEWAL PROPOSAL OF INSURANCE

2024-2024

Excel Academy Charter Schools

	2024-2025 Expiring	2025-2026 Renewal	Remarks
Crime	**Hanover A XV Admitted**	**Hanover A XV Admitted**	
Employee Theft	$1,000,000	$1,000,000	
ERISA Fidelity	$1,000,000	$1,000,000	
Client Property	$1,000,000	$1,000,000	
Forgery or Alteration	$1,000,000	$1,000,000	
Premises Coverage	$1,000,000	$1,000,000	
Transit Coverage	$1,000,000	$1,000,000	
Computer Fraud	$1,000,000	$1,000,000	
Funds Transfer Fraud	$1,000,000	$1,000,000	
Credit, Debit or Charge Card Fraud	$1,000,000	$1,000,000	
Money Orders & Counterfeit Money	$1,000,000	$1,000,000	
Investigative Expense	$15,000	$15,000	
Deductible	$5,000	$5,000	

CONDITIONS: Loss Sustained Form

Student/Volunteer Accident	Philadelphia A XV Admitted	Philadelphia A XV Admitted	
Basic Medical Expense Limit	$50,000	$50,000	
Deductible	$0	$0	
Benefit Period	52 Weeks	52 Weeks	
Accidental Death/Accidental Dismemberment	$25,000/$50,000	$25,000/$50,000	
Accidental Paralysis	$50,000	$50,000	
AD&D and Paralysis Aggregate	$500,000	$500,000	
Deferred Treatment Max Benefit	$50,000	$50,000	

CONDITIONS : This policy is excess over primary health insurance if available. Incurred Period is 180 Days for Medical Expenses and 365 days for AD&D. Authorized Volunteers and Enrolled Students are Insureds.

EXCLUSIONS: Please see the policy for a full list of exclusions.

RENEWAL PROPOSAL OF INSURANCE

2024-2024

Excel Academy Charter Schools

	2024-2025 Expiring	2025-2026 Renewal	Remarks
Cyber Liability	**Houston Casualty A++ XV Non-Admitted**	**Houston Casualty A++ XV Non-Admitted**	
Maximum Policy Aggregate Limit of Liability	*$1,000,000*	*$1,000,000*	
Multimedia Liability	*$1,000,000*	*$1,000,000*	
Security and Privacy Liability	*$1,000,000*	*$1,000,000*	
Privacy Regulatory Defense and Penalties	*$1,000,000*	*$1,000,000*	
PCI DSS Liability	*$1,000,000*	*$1,000,000*	
Bodily Injury Liability	*$1,000,000*	*$1,000,000*	
Property Damage Liability	$50,000	$50,000	
Biometric Claims	$100,000	$100,000	
TCPA Defense	$50,000	$50,000	
Breach Events Costs	*$1,000,000*	*$1,000,000*	
Post Breach Remediation Costs	$25,000	$25,000	
BrandGuard	$1,000,000	$1,000,000	
System Failure	*$1,000,000*	*$1,000,000*	
Dependent System Failure	$1,000,000	$1,000,000	
Unlawful Data Collection	$1,000,000	$1,000,000	
Cyber Extortion	*$1,000,000*	*$1,000,000*	
Cyber Crime Sublimit Aggregate*	$250,000	$250,000	
Financial Fraud Sublimit	$250,000	$250,000	Higher Limits Available
Telecommunications & Utilities Fraud	$250,000	$250,000	
Phishing Fraud Aggregate Sublimit	$250,000	$250,000	
Your Phishing Fraud Loss	$250,000	$250,000	
Client Phishing Fraud Loss	$50,000	$50,000	
Bricking Loss	$250,000	$250,000	
Property Damage Loss	$50,000	$50,000	
Reward Expense	$50,000	$50,000	
Court Attendance Costs	$25,000	$25,000	
Additional Defense Costs	$1,000,000	$1,000,000	
Breach Events Costs Outside Limit	*Included*	*Included*	
Deductible	*$1,000*	*$1,000*	

CONDITIONS: BrandGuard (2 Week Waiting Period; 6 Months Period of Indemnity); System Failure (8 Hour Waiting Period; 6 Months Period of Indemnity); Dependent System Failure (8 Hour Waiting Period; 4 Months Period of Indemnity); Cyber Crime Sublimit $250,000 (includes: Financial Fraud, Telecommunications Fraud, $50,000 Client Phishing Fraud); Court Attendance Costs Sublimit (No Deductible);

EXCLUSIONS: Including, but not limited to Nuclear Incident; Prior Knowledge; Cyber-Bullying; War and Cyber War; Operating System Event;

WORKERS' COMPENSATION COMPARISON

Excel Academy Charter Schools

Workers' Compensation	2024-2025 Expiring	2025-2026 Renewal	Remarks
	Oak River A+ XV Admitted	Employers A+ XV Admitted	
Employers Liability Limits	$ 1,000,000	$ 1,000,000	
Quote is contingent upon the insured's participation in the Medical Provider Network (MPN); Subject to Final Audit; Volunteer Coverage Not Included. USL&H Not included.			

Coverage Description	2024-2025 Premium	2025-2026 Premium	$ Difference	% Difference
Workers' Compensation	$ 42,634	$ 42,067	$ (567)	-1%
Total Premium	**$ 42,634**	**$ 42,067**	**$ (567)**	**-1%**

Classifications	2024-2025 Payroll	2025-2026 Payroll	$ Difference	% Difference
Class Code 8875 - Public College/Schools - California	$ 9,959,738	$ 10,258,530	$ 298,792	3%
Class Code 8868 – School Professionals - Hawaii	$ 157,998	$ 162,735	$ 4,737	3%
Class Code 8868 – School Professionals - Idaho	If Any	If Any		
Class Code 8868 – School Professionals - New York	If Any	If Any		
Class Code 8868 – School Professionals - Texas	If Any	If Any		
Class Code 8868 – School Professionals - Wisconsin	If Any	If Any		
Total Payroll	**$ 10,117,736**	**$ 10,421,265**	**$ 303,529**	**3%**

Classifications	2024-2025 Net Rate	2025-2026 Net Rate	# Difference	% Difference
Class Code 8875 - Public College/Schools - California	0.39	0.38	-0.01	-3%
Class Code 8868 – School Professionals - Hawaii	0.72	0.72	0.00	0%
Class Code 8868 – School Professionals - Idaho	0.52	0.52	0.00	0%
Class Code 8868 – School Professionals - New York	0.42	0.42	0.00	0%
Class Code 8868 – School Professionals - Oregon	0.27	0.28	0.00	0%
Class Code 8868 – School Professionals - Texas	0.22	0.19	-0.03	-14%
Class Code 8868 – School Professionals - Wisconsin	0.41	0.38	-0.03	-7%
Experience Modification	65%	61%	-0.04	-6%
Net Rates do not include Expense Constant, Terrorism, or CA Assessments & Fees.				

MARKETING SUMMARY

Excel Academy Charter Schools

Company	Response
Workers Compensation	
BHHC	Presented Quote $42,067
Employers	Quoted $46,014
Hartford	Declined - Doesn't Provide Coverage in Hawaii

INSURANCE COVERAGE CHECKLIST

Below is a list of usually available, but not all inclusive, coverages. Those items checked represent the coverages proposed. If the item is not checked, the coverage is not included. If you are interested in an explanation of and/or quotation for any of these coverages, please let us know.

	Property (Building and Contents,
X	Including Property of Others)
	Building Ordinance
X	Equipment Breakdown
X	Business Income
X	Extra Expense
	Loss of Rents
	Flood
	Earthquake
X	Earthquake Sprinkler Leakage
X	Electronic Data Processing
	Signs
	Motor Truck Cargo Liability
	Transportation
	Ocean Cargo
	Employee's Tool Floater
	Equipment Floater
	Installation Floater
X	Valuable Papers (On & Off Premises)
X	Accounts Receivable
	Mold
	Terrorism
X	Funds Transfer Fraud

X	Crime/ERISA
X	Employee Dishonesty
X	Money and Securities
X	Forgery and Alteration
X	Computer Fraud
X	General Liability
X	Employee Benefits Liability
	Aircraft Liability/Drone
X	Automobile
	Foreign Property/Liability/WC
X	Umbrella/Excess Liability
X	Workers' Compensation Employers Liability
X	Directors and Officers Liability
X	Employment Practices Liability
	Fiduciary Liability
	Kidnap & Ransom
X	Cyber/Privacy Liability/Internet Exposure
X	Educators Legal Liability
	Pollution Liability
	Miscellaneous Professional Liability
	Law Enforcement Liability
X	Student Accident
	Active Assailant/Workplace Violence
X	Volunteer Accident

PROPOSAL ACCEPTANCE

Excel Academy Charter Schools

Yes	No	Quote Option
_____	_____	Package/Auto/Umbrella - Philadelphia
_____	_____	Educators Legal Liability - Philadelphia
_____	_____	Crime - Hanover
_____	_____	Student/Volunteer Accident - Philadelphia
_____	_____	Workers' Compensation - BHHC
_____	_____	Cyber Liability - Tokio Marine
_____	_____	Insurance Coverage Checklist – Would you like a quote for any of the coverages listed on the insurance coverage checklist section of our proposal?

(NOTES:)

This proposal is a summary of terms and conditions proposed by the insurers based on information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Higher limits may be available for all coverages.

I have reviewed and accept the coverages and disclosures as summarized in this proposal with any changes indicated above.

_____ _____

Signature Date

_____

Title

BEST FINANCIAL STRENGTH RATING GUIDE - (FSR)

A Best's Financial Strength Rating (FSR) is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. An FSR is not assigned to specific insurance policies or contracts and does not address any other risk, including, but not limited to, an insurer's claims-payment policies or procedures; the ability of the insurer to dispute or deny claims payment on grounds of misrepresentation or fraud; or any specific liability contractually borne by the policy or contract holder. An FSR is not a recommendation to purchase, hold or terminate any insurance policy, contract or any other financial obligation issued by an insurer, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. In addition, an FSR may be displayed with a rating identifier, modifier or affiliation code that denotes a unique aspect of the opinion.

Best's Financial Strength Rating (FSR) Scale

Rating Categories	Rating Symbols	Rating Notches*	Category Definitions
Superior	A+	A++	Assigned to insurance companies that have, in our opinion, a superior ability to meet their ongoing insurance obligations.
Excellent	A+	A-	Assigned to insurance companies that have, in our opinion, an excellent ability to meet their ongoing insurance obligations.
Good	B+	B++	Assigned to insurance companies that have, in our opinion, a good ability to meet their ongoing insurance obligations.
Fair	B	B-	Assigned to insurance companies that have, in our opinion, a fair ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Marginal	C+	C++	Assigned to insurance companies that have, in our opinion, a marginal ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Weak	C	C-	Assigned to insurance companies that have, in our opinion, a weak ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Poor	D	-	Assigned to insurance companies that have, in our opinion, a poor ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.

*Each Best's Financial Strength Rating Category from "A+" to "C" includes a Rating Notch to reflect a gradation of financial strength within the category. A Rating Notch is expressed

Financial Strength Non-Rating Designations

Designation Symbols	Designation Definitions
E	Status assigned to insurance companies that are publicly placed under a significant form of regulatory supervision, control or restraint - including cease and desist orders, conservatorship or rehabilitation, but not liquidation - that prevents conduct of normal ongoing insurance operations; an impaired insurer.
F	Status assigned to insurance companies that are publicly placed in liquidation by a court of law or by forced liquidation; an impaired insurer.
S	Status assigned to rated insurance companies to suspend the outstanding FSR when sudden and significant events impact operations and rating implications cannot be evaluated due to lack of timely or adequate information; or in cases where continued maintenance of the previously published rating opinion is in violation of evolving regulatory requirements.
NR	Status assigned to insurance companies that are not rated; may include previously rated insurance companies of insurance companies that have never been rated by A.M. Best

Rating Disclosure - Use and Limitations

A Best's Credit Rating (BCR) is a forward-looking independent and objective opinion regarding an insurer's, issuer's or financial obligation's relative creditworthiness. The opinion represents a comprehensive analysis consisting of a quantitative and qualitative evaluation of balance sheet strength, operating performance, business profile and enterprise risk management or, where appropriate, the specific nature and details of a security. Because a BCR is a forward-looking opinion as of the date it is released, it cannot be considered as a fact or guarantee of future credit quality and therefore cannot be described as accurate or inaccurate. A BCR is a relative measure of risk that implies credit quality and is assigned using a scale with a defined population of categories and notches. Entities or obligations assigned the same BCR symbol developed using the same scale, should not be viewed as completely identical in terms of credit quality. Alternatively, they are alike in category (or notches within a category), but given there is a prescribed progression of categories (and notches) used in assigning the ratings of a much larger population of entities or obligations, the categories (notches) cannot mirror the precise subtleties of risk that are inherent within similarly rated entities or obligations. While a BCR reflects the opinion of A.M. Best Rating Services, Inc. (AM Best) of relative creditworthiness, it is not an indicator or predictor of defined impairment or default probability with respect to any specific insurer, issuer or financial obligation. A BCR is not investment advice, nor should it be construed as a consulting or advisory service, as such; it is not intended to be utilized as a recommendation to purchase, hold or terminate any insurance policy, contract, security or any other financial obligation, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. Users of a BCR should not rely on it in making any investment decision; however, if used, the BCR must be considered as only one factor. Users must make their own evaluation of each investment decision. A BCR opinion is provided on BCRs are distributed via the AM Best website at *www.ambes •.com* . For additional information regarding the development of a BCR and other rating-related information and definitions, including outlooks, modifiers, identifiers and affiliation codes, please refer to the report titled "Understanding Best's Credit Ratings" available at no charge on the AM Best website. BCRs are proprietary and may not be reproduced without permission.

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Version 010219

TYPES OF INSURANCE CARRIERS

Non-Admitted

This is an insurance carrier that is not licensed by the State of California, but is domiciled and admitted in other states and approved for use in California by the Department of Insurance. It is published on the List of Approved Surplus Lines Insurers (LASLI).

Carriers are strictly regulated by their state of domicile and must meet strict surplus lines laws and regulations in order to provide insurance in California.

These carriers are not backed by the California Insurance Guarantee Association (CIGA). They are used when coverage is not available from an admitted company either because domestic carriers feel it is too risky or because broader coverage may be available from a non-admitted carrier.

Admitted

This is an insurance carrier that is licensed to do business in California and regulated by the Department of Insurance. Carriers are strictly regulated. Rates and policy forms must be filed with the Department of Insurance and approved before they can be offered to the insurance consumer.

The carrier is backed by the Insurance Guarantee Association (CIGA), which provides insurance against carriers which become insolvent. It assumes limited responsibility for all claims up to $500,000, with the exception of Worker's Compensation, which has no limitation. Ocean Cargo and Crime coverages are not insured through the Association.

CLAIMS-MADE AND REPORTED LIABILITY POLICY

A Claims-Made and Reported Liability Policy provides third party liability coverage when a claim for damages is first made during the policy period. The incident causing the claim must occur during the policy period between the **retroactive (or continuity date) and the expiration date**, whichever is later. The claim must be reported to the carrier prior to the policy expiration date or **extended reporting period.**

Retroactive Date

The **retroactive date** is important in determining if a Claims-Made and Reported Policy will respond to a claim. This date is usually the same as the first date this coverage was first carried. For coverage to apply, the claim must fall between the **retroactive (or continuity) date** and the expiration date of the policy or **extended reporting period.**

Extended Reporting Period

As mentioned above, the claim must occur and be reported prior to the end of the expiration date or **extended reporting period.** An extension of time to report claims following the end of the expiration date may be purchased for claims made during the specified term purchased This extension or **extended reporting period** is needed when a policy is cancelled or non-renewed and not placed with another carrier, renewed with an advanced **retroactive date** or changed to an "occurrence" form policy. Please note the **extended reporting period** does not extend the coverage period, only the time to report. The **extended reporting period** is usually available for a period of 12, 24, or 36 months, in some cases, longer.

Continuity Date

This is the first date that a policy or particular limit is carried. It may act as a **retroactive date.** Some policies may have a **retroactive date and a continuity date,** especially if limits have been changed over the years.

It is very important that careful consideration be given to all of the above issues when moving coverage provided by a claims-made and reported policy.

CERTIFIED TERRORISM

Terrorism Risk Insurance Program Reauthorization Act of 2015 – "TRIPRA"

"Certified Terrorism" is coverage offered by insurance carriers that have the financial backing of the U. S. government under the Terrorism Act of 2002, the Terrorism Risk Insurance Extension Act of 2005, the Reauthorization Act of 2007 and the Reauthorization Act of 2015. The Act is known as "TRIA."

"Certified Terrorism" is defined under the act as: Any act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security, and the Attorney General of the United States, to be an act of terrorism. Criteria include:

a. The act is an act of terrorism.
b. The act is violent or dangerous to human life, property of infrastructure.
c. The act resulted in damage within the United States, or outside of the United States Missions or certain air carriers or vessels.
d. The act has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.
e. The act must cause at least $5,000,000 in overall insured losses attributable to all types of insurance subject to the Act.
f. The Federal Government will pay based on formula established by law; 85% through 2015, 84% 2016; 83% 2017; 82% 2018; 81% 2019 and 80% 2020, but no more than 100 billion dollars. The carrier's maximum payment is 100 billion dollars in total for all losses.

No act may be certified as an act of terrorism if the act is committed as part of the course of a war declared by Congress (except for Workers' Compensation) or if losses resulting from the act, in the aggregate for insurance subject to TRIA, do not exceed $5,000,000.

IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

This document and the information contained herein is designed in a format that is easy to understand and compare against previous insurance programs. As such, it is necessary to use generalized terminology. This document does not in any way confirm that coverage is, or will be, in effect. Coverage can only commence after your request for coverage is accepted by the insurance company, and a deposit premium has been received. This proposal does not in any way infer or suggest that coverage as proposed will be broader than the standard forms provided by the quoted insurance company unless the broadening features are specifically mentioned in writing in this format. The presenter of this proposal has no authority to broaden or infer coverages beyond those that are stated in writing. This proposal is only valid for 30 days.

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. Therefore, you are solely responsible for the accuracy of the information furnished to the insurance carriers. We are not responsible for verifying any of this information which you have provided, nor shall we have any liability that arises from the inaccuracy of the information which you provided. All changes in your exposures to loss should be reported to us immediately so that proper coverage may be affected.

The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Upon acceptance of this proposal, it is necessary to effect insurance with proper values. Reviewing each of the coverages proposed and making changes and updates in accordance with current information and conditions is recommended. Higher limits may be available upon request.

It is important to note that any requests that you make, regarding this proposal or into the future, to change or bind your insurance coverage through email, voicemail or verbally with our staff will not take effect until written notice is received from us.

Any advice or guidance provided by any of our staff shall not be construed or relied upon as legal, accounting or actuarial advice. We encourage you to work with other professionals in those specific areas and for those specific matters.

Please also note that many insurance carriers have very strict claim reporting terms and conditions and can include wording that restricts or negates coverage should the carrier not be immediately notified of a potential claim. It is important that you refer to your actual policies for these requirements and follow them closely.

Compensation

For the placement and service of your insurance program, we will receive commission-based compensation from selected insurance companies and/or wholesale intermediaries. The compensation received by us may differ depending on the product and the insurance company. We may receive additional contingent compensation from these insurance companies based upon other aggregate factors, such as claims experience, growth in new business, retention of the business, total premium volume placed, etc. We may also be reimbursed for services rendered under contract with selected premium finance companies that agree to finance your insurance premiums. Any additional fees in lieu of commissions or for services such as claims, loss control and general risk management, will be outlined in the proposal.

IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

Data Protection and Use

We are committed to protecting the privacy of your personal data. In our role as an insurance broker, we may use the data you provided us in the process of securing quotes or coverage, claims management, typical policy servicing, etc. and that data may be provided to various insurance carriers or intermediaries. If you have any specific questions about the use or access to this data, please let us know and we would be happy to discuss it with you.

With respect to your logo(s) and unless otherwise instructed by you, we may, without notice or consent, use your logo(s) and other publicly available information in our marketing efforts and materials with the intent of adding additional clients and growing our business.

Insurance Carrier Rating

If we have provided information in the proposal as to the current rating of an insurance carrier through the AM Best Company, which is an independent rating company, please understand that to the best of our ability we are providing their current rating as of the date of the proposal. However, these ratings are subject to change at any time. Therefore, if the rating of the carrier is important to you or your business, we advise that you check the current rating by accessing their website directly at ambest.com for the most current status and rating of your insurance carrier.

CONTRACT FOR LEGAL AND CONSULTANT SERVICES

THIS WRITTEN FEE CONTRACT ("Contract") is entered into by and between EXCEL ACADEMY CHARTER SCHOOLS, a California non-profit public benefit corporation ("EACS" or "Client"), and McDougal Boehmer Foley Lyon Mitchell & Erickson ("Attorneys and/or Consultants") as authorized by the Education Code, Government Code, and Public Contracts Code.

1. **Scope of Agreement**: Client hires Attorneys to provide legal and consultant services in connection with the operation of the EACS. Attorneys will provide those legal and consultant services reasonably required to represent Client. If at any point a charge or complaint is filed, Attorneys' services will include handling the case through hearing or trial and all appeals and execution on any judgment obtained. This Agreement shall commence on July 1, 2025, and shall continue in effect until terminated, modified or amended. This Agreement may be modified or amended by the parties in writing. This Agreement may be terminated by the Client at any time with written notice to Attorneys.

2. **Fee Arrangement**: Client agrees to pay to Attorney the sum of $200.00 per hour of Attorney time for all matters relating to legal services. Client further agrees to pay $115.00 per hour for Law Clerk/Paralegal time to the extent time is expended in the performance of the above-described services, plus reasonable costs and expenses as described herein. All sums due under this Agreement shall be paid by the Client monthly in arrears upon receipt of a statement for fees and costs incurred on a monthly basis. There is no retainer or minimum commitment.

The parties expressly agree that Attorneys may increase the billable rates set forth above upon providing notice to Client at least thirty days in advance. Said increase may occur no more than once per year.

3. **Billing Practices**: Attorneys bill in minimum units of 0.1 hours (6 minutes) for any task. Telephone calls with Client's administrators and board members lasting less than 15 minutes shall appear on the billing statement but not be charged to Client.

4. **Costs and Other Charges in General**: Attorneys may incur various costs and expenses in performing legal services under this contract. Client agrees to pay for these actual costs and expenses, without markup, in addition to the hourly charges for services rendered. The costs and expenses commonly include sheriffs', marshals' and process servers' fees, filing fees and other charges assessed by courts and other public agencies, court reporters' fees, jury fees, witness fees, travel expenses (e.g., air fare, lodging and car rental), messenger and other delivery fees, postage, charges for computer research and outside assisted legal research, investigation expenses, consultants' fees, expert witness fees, mileage and parking, photocopying and other reproduction, and other similar items.

5. **Billing Statements**: Attorneys will send Client an invoice and a statement for fees and costs incurred on a monthly basis. Costs and expenses shall be identified separately from hourly fees on Attorneys' statement. For Attorneys' fees, the statements shall clearly state the matter, a description of the work done, the amount, and the time spent and the hourly rate, (or other method of determination). Attorneys shall also present Client with a monthly invoice for costs, expenses, and hourly fees for services rendered. Client only provides payment upon presentation of an invoice (i.e., not upon receipt of a statement only). Invoices shall be paid by Client net 45 days. Attorneys shall also provide Client with an invoice and/or statement within ten (10) days of Client's request.

6. **Duties of Attorneys/Consultant and Client**: Attorneys shall provide those legal and consulting services reasonably required to represent Client in matters described in paragraph 1 of this contract. Attorneys shall also take reasonable steps to keep Client informed and to respond to Client's inquiries. Client shall cooperate with Attorneys, keep them informed of developments, perform the obligations as agreed to under this agreement, and pay Attorneys' bills in a timely manner.

7. **Discharge and Withdrawal**: Client may discharge Attorneys at any time by written notice. Attorneys may withdraw only for cause. Among the facts constituting cause of Client's breach

of this contract include Client's refusal to cooperate with Attorneys or to follow its advice in a material matter, or any fact or circumstance that would render Attorneys' continuing representation of Client unlawful or unethical. Attorneys and Client agree to sign any documents reasonably necessary to effect or complete Attorneys' discharge or withdrawal.

8. **Termination and Conclusion**: Upon the termination or conclusion of services, all unpaid charges for services rendered and costs incurred or advanced through the termination or conclusion date shall become immediately due and payable.

9. Insurance: Attorney maintains errors and omissions insurance coverage applicable to services to be rendered.

10. **Disclaimer of Guarantee**: Attorneys make no promises or guarantees to Client about the outcome of matters in which they represent Client, and nothing in this contract shall be construed as such a promise or guarantee.

11. **Written Contract Required by Law**: This document constitutes the written fee agreement between Attorneys and Client required by California Business and Professions Code Section 6148. Client shall be presumed to be in agreement with all the provisions set forth in this document when Client duly signs it.

In witness whereof Attorneys and Client do hereby attest that they are duly authorized to sign and accept the terms of this Contract.

Dated: _____

_____
Rex Randall Erickson, Partner
McDougal Boehmer Foley Lyon Mitchell & Erickson
8100 La Mesa Blvd., Suite 200
La Mesa, California 91942
Phone: (619) 440-4444

As the duly authorized representative of the Excel Academy Charter Schools, a California non-profit public benefit corporation ("EACS" or "Client"), I accept the terms of this contract.

Dated: _____

_____
Heidi Gasca, CEO
Excel Academy Charter Schools
1 Technology Drive, Bldg. I, Suite #811
Irvine, California 92618

Its: _____

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: BCE18A9EE
Period Ending: 05/15/2025
Check Date: 05/23/2025
PAYCOM Impound Date: 05/22/2025

Client: 10056 EIN: 47-4121751

A wire request for $36,653.99 will be sent to your bank on 05/21/2025

Items

Checks / Vouchers	16
Additional Direct Deposit Accounts	3

Billing

Check Processing/Tax Service		600.69
Direct Deposit		7.75
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Additional Services		3,124.00
Total Billing		3,762.44

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,432.74	1,432.74	2,865.48
Medicare	463.64	463.64	927.28
Federal W/H Tax	1,805.33		1,805.33
California W/H Next Day	851.86		851.86
California SDI Next Day	391.01		391.01
California ETT Qtrly		2.28	2.28
California SUTA		59.24	59.24
Total Tax Deposits	4,944.58	1,957.90	6,902.48

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	24,187.30
Direct Deposit Distribution - Paycom Pay	1,801.77
Taxes - PAYCOM Resp.	6,902.48
Payroll Fee	3,762.44
Total Paycom Cash Requirements	36,653.99

Total Cash Requirements

36,653.99

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

Powered by BoardOnTrack

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: E0FD888E6
Period Ending: 05/31/2025
Check Date: 05/23/2025
PAYCOM Impound Date: 05/22/2025

Client: 10056 EIN: 47-4121751

A wire request for $819,625.86 will be sent to your bank on 05/21/2025

Items

Checks / Vouchers	121
Additional Direct Deposit Accounts	13

Billing

Check Processing/Tax Service	2,175.49
Direct Deposit	10.25
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Total Billing	2,215.74

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	5,673.01	5,673.01	11,346.02
Medicare	12,960.83	12,960.83	25,921.66
Federal W/H Tax	67,469.51		67,469.51
California W/H Next Day	32,979.43		32,979.43
California SDI Next Day	10,507.77		10,507.77
California ETT Qtrly		10.45	10.45
California SUTA		271.63	271.63
Hawaii W/H Semiweekly	734.97		734.97
Hawaii SUTA		70.68	70.68
Oregon W/C Tax EE	1.66		1.66
Oregon W/C Tax ER		1.66	1.66
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	130,863.64	19,335.40	150,199.04

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	643,464.80
Direct Deposit Distribution - Paycom Pay	23,746.28

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Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: E0FD888E6
Period Ending: 05/31/2025
Check Date: 05/23/2025
PAYCOM Impound Date: 05/22/2025

Client: 10056 EIN: 47-4121751

A wire request for $819,625.86 will be sent to your bank on 05/21/2025

Taxes - PAYCOM Resp.	150,199.04
Payroll Fee	2,215.74
Total Paycom Cash Requirements	819,625.86
Other Cash Requirements	
Manual Checks	1,501.55
Total Other Cash Requirements	1,501.55
Total Cash Requirements	821,127.41

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 48EBAC67E
Period Ending: 04/30/2025
Check Date: 05/09/2025
PAYCOM Impound Date: 05/08/2025

Client: 10056 EIN: 47-4121751

A wire request for $31,255.48 will be sent to your bank on 05/07/2025

Items

Checks / Vouchers	16
Additional Direct Deposit Accounts	4

Billing

Check Processing/Tax Service	584.73
Direct Deposit	8.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	No Charge
Total Billing	622.73

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,314.43	1,314.43	2,628.86
Medicare	429.27	429.27	858.54
Federal W/H Tax	1,578.17		1,578.17
California W/H Next Day	759.15		759.15
California SDI Next Day	360.72		360.72
California ETT Qtrly		3.87	3.87
California SUTA		100.18	100.18
Total Tax Deposits	4,441.74	1,847.75	6,289.49

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	21,050.75
Direct Deposit Distribution - Paycom Pay	3,292.51
Taxes - PAYCOM Resp.	6,289.49
Payroll Fee	622.73
Total Paycom Cash Requirements	31,255.48

Total Cash Requirements

31,255.48

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

Powered by BoardOnTrack

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	**Account no: 215769313**											
	5/2/2025	#########	B-2610586035	5687--Long Beach Rising	5880--Instructional Vendors &	EFT	Voided - 20136006273	-620.00	-620.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/2/2025	#########	INV301735379	5437--Zoom Video Communications Inc.	5940--Technology Services	EFT	Voided - 20136006320	-25.76	-15.97		912--Administration/Office	2053--Excel Academy Charter School - Warner
				5437--Zoom Video Communications Inc.	5940--Technology Services	EFT	Voided - 20136006320	-25.76	-9.79		912--Administration/Office	2073--Excel Academy Charter School - Helendale
	5/5/2025	3/3/2025	SI-235663	1978--The Logic of English	4100--Textbooks & Core Curricu	EFT	104061	71.31	71.31		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/6/2025	EX1-2025	6166--WordZoo Creative (dba Zoolokids)	4310--Materials & Supplies	EFT	104037	69.00	69.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	4/7/2025	S362946	1208--Singapore Math Inc	4100--Textbooks & Core Curricu	EFT	104060	60.69	60.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/9/2025	2978819A	6632--Super Duper Publications	4100--Textbooks & Core Curricu	EFT	104050	40.68	40.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	4/5/2025	21786	1243--JacKris Publishing, LLC	4100--Textbooks & Core Curricu	EFT	104054	28.99	28.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	B-2610255418	5970--Code Ninjas Irvine	5880--Instructional Vendors &	EFT	104052	498.00	498.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/8/2025	90589548	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104064	496.49	324.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/1/2025	90552163	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104064	496.49	171.57		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	B-2610595955	4167--Art and Wilderness Institute LLC	5880--Instructional Vendors &	EFT	104044	405.00	405.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/9/2025	2610572970	2496--The Electric Carnival	4100--Textbooks & Core Curricu	EFT	104030	393.60	196.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/9/2025	2496-040925	2496--The Electric Carnival	4100--Textbooks & Core Curricu	EFT	104030	393.60	196.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	INV-EL-00007020	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	104038	385.00	85.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	INV-EL-00007023	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	104038	385.00	300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	348999-2025	6281--PRIDE Publishing LLC	4100--Textbooks & Core Curricu	EFT	104065	371.44	371.44		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	B-2610591979	6028--Kumon Math and Reading of Norco	5880--Instructional Vendors &	EFT	104040	350.00	350.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/8/2025	2610569345	6712--Evoke 180 LLC	4100--Textbooks & Core Curricu	EFT	104046	300.00	300.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	4/9/2025	5511	5102--Hands 4 Building	4100--Textbooks & Core Curricu	EFT	104036	264.98	264.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	I100886	1391--MoxieBox Art, Inc.	4310--Materials & Supplies	EFT	104053	228.05	228.05		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/8/2025	1190648298	2056--LEGO Education	4310--Materials & Supplies	EFT	104055	193.32	193.32		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	4/9/2025	466875	3031--Essentials in Writing	4100--Textbooks & Core Curricu	EFT	104031	188.80	188.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	B-2610591983	6388--Sandlot Training Center Inc.	5880--Instructional Vendors &	EFT	104058	175.00	175.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	9042	1260--McRuffy Press LLC	4100--Textbooks & Core Curricu	EFT	104039	139.90	139.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/1/2025	6DF038CF-0019	6168--My ZOO Box	4310--Materials & Supplies	EFT	104066	127.80	127.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/7/2025	477703A	2602--Acorn Naturalists	4310--Materials & Supplies	EFT	104051	105.47	105.47		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/5/2025	SHOP22519299311	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	104041	97.71	97.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	INV-EL-00007019	3206--eDynamic Learning	4100--Textbooks & Core Curricu	EFT	104070	85.00	85.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	1047374	99997--Imagine Learning Inc.	4100--Textbooks & Core Curricu	EFT	104048	##	8,261.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
				99997--Imagine Learning Inc.	4100--Textbooks & Core Curricu	EFT	104048	##	5,063.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	13050	5162--Effectual Educational Consulting Serv	5100--SpEd Consultants and Ven	EFT	104067	##	4,518.00	SAI Services March 25	907--Special Education	2073--Excel Academy Charter School - Helendale
				5162--Effectual Educational Consulting Serv	5100--SpEd Consultants and Ven	EFT	104067	##	1,228.50	APE Services March 25	907--Special Education	2073--Excel Academy Charter School - Helendale
				5162--Effectual Educational Consulting Serv	5100--SpEd Consultants and Ven	EFT	104067	##	5,352.00	SAI Services March 25	907--Special Education	2053--Excel Academy Charter School - Warner
				5162--Effectual Educational Consulting Serv	5100--SpEd Consultants and Ven	EFT	104067	##	349.90	APE & AT Services March 25	907--Special Education	2053--Excel Academy Charter School - Warner
				5162--Effectual Educational Consulting Serv	5100--SpEd Consultants and Ven	EFT	104067	##	582.40	Counseling Services March 25	907--Special Education	2073--Excel Academy Charter School - Helendale
	5/5/2025	2/5/2025	100-29982-B	6221--Catalina Island Marine Institute	5835--Field Trips	EFT	104034	7,856.50	2,833.28		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				6221--Catalina Island Marine Institute	5835--Field Trips	EFT	104034	7,856.50	232.50	TOR Ticket	920--Education Services	2053--Excel Academy Charter School - Warner
				6221--Catalina Island Marine Institute	5835--Field Trips	EFT	104034	7,856.50	142.50	TOR Ticket	920--Education Services	2073--Excel Academy Charter School - Helendale
				6221--Catalina Island Marine Institute	9388--Parent PayPal Account	EFT	104034	7,856.50	25.51		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				6221--Catalina Island Marine Institute	5835--Field Trips	EFT	104034	7,856.50	4,622.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/7/2025	661167	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	56.27		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/8/2025	661724	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	118.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/8/2025	661911	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	95.17		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/7/2025	661162	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	215.53		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/8/2025	661702	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	76.86		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/8/2025	661716	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	401.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/4/2025	661153	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	341.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/9/2025	662216	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	123.10		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/8/2025	661910	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	427.04		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/7/2025	661143	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	81.37		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/8/2025	661703	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	137.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/9/2025	662068	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	106.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/7/2025	661142	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	140.39		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/9/2025	662075	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	540.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/7/2025	661575	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	101.18		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/7/2025	661148	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	88.73		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/8/2025	661909	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	330.24		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/7/2025	661166	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	95.56		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/2/2025	660547	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	43.57		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/7/2025	661160	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	139.16		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/2/2025	660408	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	46.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/8/2025	661733	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	137.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/7/2025	661149	1179--Home Science Tools	4310--Materials & Supplies	EFT	104045	4,187.48	342.16		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	B-2610591980	2372--Outschool	5880--Instructional Vendors &	EFT	104042	2,840.08	2,442.08		910--Instructional Funds	2053--Excel Academy Charter School - Warner
				2372--Outschool	5880--Instructional Vendors &	EFT	104042	2,840.08	398.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	INV-EXCE32025	5944--Raddish Kids	4100--Textbooks & Core Curricu	EFT	104059	2,201.37	992.01		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				5944--Raddish Kids	4100--Textbooks & Core Curricu	EFT	104059	2,201.37	1,209.36		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	B-2610595947	6517--Academy of Music & Arts Murrieta an	5880--Instructional Vendors &	EFT	104057	2,154.00	2,154.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	4/9/2025	13680019	5911--4Imprint, Inc.	5841--Community Marketing	EFT	104049	1,764.81	670.63		913--Marketing	2073--Excel Academy Charter School - Helendale
				5911--4Imprint, Inc.	5841--Community Marketing	EFT	104049	1,764.81	1,094.18		913--Marketing	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	B-2610594894	4153--Beach Tutors	5880--Instructional Vendors &	EFT	104043	1,420.00	940.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				4153--Beach Tutors	5880--Instructional Vendors &	EFT	104043	1,420.00	480.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	B-2610595949	2083--American Martial Arts Academy Fuller	5880--Instructional Vendors &	EFT	104032	1,305.50	937.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				2083--American Martial Arts Academy Fuller	5880--Instructional Vendors &	EFT	104032	1,305.50	368.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	B-2610596959	5816--Monrovia Music Academy	5880--Instructional Vendors &	EFT	104047	849.00	849.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	4/8/2025	SINV13375	3210--Bright Thinker	4100--Textbooks & Core Curricu	EFT	104068	750.39	500.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/8/2025	SINV13374	3210--Bright Thinker	4100--Textbooks & Core Curricu	EFT	104068	750.39	125.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/8/2025	SINV13405	3210--Bright Thinker	4100--Textbooks & Core Curricu	EFT	104068	750.39	125.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	B-2610594895	6428--Blackbird & Company LLC	5880--Instructional Vendors &	EFT	104056	750.00	250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				6428--Blackbird & Company LLC	5880--Instructional Vendors &	EFT	104056	750.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	B-2610255421	2113--Alison Maitlen	5880--Instructional Vendors &	EFT	104035	675.00	450.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
				2113--Alison Maitlen	5880--Instructional Vendors &	EFT	104035	675.00	225.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	99978-052025	99978--Pennypickle's Workshop, The Temec	9388--Parent PayPal Account	EFT	104063	642.00	124.26		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
				99978--Pennypickle's Workshop, The Temec	5835--Field Trips	EFT	104063	642.00	36.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				99978--Pennypickle's Workshop, The Temec	5835--Field Trips	EFT	104063	642.00	11.16	2 TOR Tickets	920--Education Services	2053--Excel Academy Charter School - Warner
				99978--Pennypickle's Workshop, The Temec	9388--Parent PayPal Account	EFT	104063	642.00	202.74		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				99978--Pennypickle's Workshop, The Temec	5835--Field Trips	EFT	104063	642.00	261.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
				99978--Pennypickle's Workshop, The Temec	5835--Field Trips	EFT	104063	642.00	6.84	2 TOR Tickets	920--Education Services	2073--Excel Academy Charter School - Helendale
	5/5/2025	4/7/2025	4072501	5469--Let's Bake Baking Kits	4310--Materials & Supplies	EFT	104062	603.69	257.68		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/9/2025	4092502	5469--Let's Bake Baking Kits	4310--Materials & Supplies	EFT	104062	603.69	346.01		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2025	#########	B-2610591978	6689--I Learn at Homeschool	5880--Instructional Vendors &	EFT	104069	500.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/5/2025	#########	00002E01V5175	1649--UPS	5930--Postage	EFT	104033	48.05	29.79		912--Administration/Office	2053--Excel Academy Charter School - Warner
				1649--UPS	5930--Postage	EFT	104033	48.05	18.26		912--Administration/Office	2073--Excel Academy Charter School - Helendale
	5/6/2025	#########	B-2610591981	6526--Rowe Dance Academy	5880--Instructional Vendors &	EFT	20136006331	70.00	70.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/6/2025	#########	INV301735379	5437--Zoom Video Communications Inc.	5940--Technology Services	EFT	20136006344	25.76	9.79		912--Administration/Office	2073--Excel Academy Charter School - Helendale
				5437--Zoom Video Communications Inc.	5940--Technology Services	EFT	20136006344	25.76	15.97		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/6/2025	#########	11OP-LVKV-N3KP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	34.68	March GATE Event	920--Education Services	2073--Excel Academy Charter School - Helendale
				1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	56.57	March GATE Event	920--Education Services	2053--Excel Academy Charter School - Warner
		#########	1CCP-TE39-MYV1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	27.18		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/1/2025	19X4-LW3N-3DCC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	46.16		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	19Y6-1NCM-Y4LV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	22.04		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1KRR-DHP4-RWRT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	146.60		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1HX3-M4C7-WXFF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	27.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1FDQ-Y67C-LN13	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	92.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	13NT-7D1V-RFTX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	115.35		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1GK1-PPCD-7CJC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	245.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1CG1-RYFH-CC9C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	169.94		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	19Y6-1NCM-Y61X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	15.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1FYG-MR7X-K3CL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	2.53		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1CFT-9CGT-V3DR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	5.26		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1CQ1-QCYC-PPQW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	78.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1XYX-HNMQ-WNTT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	50.81		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1DPX-64NC-VX1X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	33.10		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1M1G-MH4D-JRH1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	59.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1LQV-N6LH-WGH9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	97.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1PM1-9DC1-FCH7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	13.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	19Y6-1NCM-Y3FF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	127.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	19Y6-1NCM-XG7H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	85.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1QN3-NVFG-TCH4	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006327	##	15.93		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1XM3-MRWQ-9CPF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	29.08		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	16KV-LTRT-GPM6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	117.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1QFM-6G4C-K34R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	97.91		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1199-LVXN-C7PW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	100.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1FYG-MR7X-LCPG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	14.19		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1163-JGWQ-X3QL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	66.88		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1PM1-9DC1-PDXG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	91.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1NH1-4DPC-1PCV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	22.62		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1C67-FXJY-1G3H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	21.89		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1G4N-41M4-YKNN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	124.04		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1WP9-TJDM-NNHL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	144.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1PY1-TQYV-PPK7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	469.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
				1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006327	##	34.44		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1XLP-9KVX-FRPY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	65.28		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1PY1-TQYV-WGY6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	49.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	19GT-CYXR-DL6T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	17.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	19JY-JFVT-FM7M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	106.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/4/2025	1WX1-VNHH-FRNY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	204.55		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/5/2025	1TGC-LV7C-KXT4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	17.24		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/5/2025	19MF-MQD6-LHNT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	12.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1KMT-X6WX-K1T6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	17.38		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1WXN-11WY-XXPC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	62.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1QGO-MFY9-DXFY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	77.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1FMM-FNW9-L34C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	11.87		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	16KV-LTRT-C3CQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	24.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1VL3-Y616-RYKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	43.47		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1GD9-3JML-XKGH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	80.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
				1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006327	##	106.18		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	1WK9-JTF7-NTCR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	43.54		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	13NT-7D1V-X11L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	31.24		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/3/2025	14KK-RLTV-1RPQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	20.14		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	1KRR-DHP4-WWQN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	9.70		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	13NT-7D1V-QJRY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	79.22		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	111T-PLF3-QYDM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	137.96		910--Instructional Funds	2053--Excel Academy Charter School - Warner

	#########	1VL3-Y616-WDF3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	257.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1PGG-K967-QWHG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	187.02		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KJY-YDG6-L637	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	54.27		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1G4N-41M4-JC7W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	18.11		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1T3T-QTPL-QGWL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	257.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1JDP-LRRF-JPDG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	200.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1PHM-TVW6-FLGM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	88.40		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	19R3-7DPQ-P6MT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	39.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YYG-XM4C-NGFK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	35.97		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1T9K-T449-G3VQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	93.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1JDP-LRRF-M4TN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	223.28		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1GLY-T934-YYR4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	117.84		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1F9W-FYWC-TPP3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	281.84		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1WYQ-41KR-49TK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	77.13		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1MWP-V7PG-34TL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	9.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1RVM-C3CD-FJRY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	23.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13JD-6WGR-QKFK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	24.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	19JY-JFVT-FXP9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	11.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	11GR-QLDK-FV7M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	90.72		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1PHY-HV3F-KYN7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	105.18		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	19PH-WG6T-KCWQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	13.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1N4P-XMG6-RL7T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	189.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1H13-J9WP-4VRH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	328.77		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1G4D-1G4G-XTWT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	116.02		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CVY-H7XJ-94XG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	117.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1D3R-LCJ4-CXK3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	118.01		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XND-JTDV-DQTJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	27.17		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CQ1-QCYC-KP4K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	81.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CG1-RYFH-QQL6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	65.22		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	174Y-16Q6-7V3R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	9.84		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	19H3-KYQC-X9RM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	24.61		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XV1-RYDQ-K9TQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	21.33		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1G4N-41M4-J961	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	25.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KMT-X6WX-GY4X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	72.57		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CG1-RYFH-T4HW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	214.05		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16KV-LTRT-TRWM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	9.70		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CQ1-44QN-TG7N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	48.33		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1N31-6HF3-L7TL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	3.27		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	14WX-KD11-DXVP	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006327	##	23.03		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1QR1-3FK9-PY6K	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006327	##	68.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11TF-FHYD-FDJV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	182.59		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1Q9V-TQDY-XD11	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006327	##	214.32		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610596944	6492--Mara Music School	5880--Instructional Vendors &	EFT	20136006345	480.00	480.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	1198334	1148--Institute for Excellence in Writing	4100--Textbooks & Core Curricu	EFT	20136006348	455.51	220.60		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1198332	1148--Institute for Excellence in Writing	4100--Textbooks & Core Curricu	EFT	20136006348	455.51	234.91		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610255423	2127--Waterfront Education	5880--Instructional Vendors &	EFT	20136006339	427.50	427.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610596960	3305--Music Maker Inc	5880--Instructional Vendors &	EFT	20136006338	396.00	396.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610595950	6124--Applause Music Academy Glendora	5880--Instructional Vendors &	EFT	20136006343	344.00	344.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610594899	6193--True Strength Boxing	5880--Instructional Vendors &	EFT	20136006333	280.00	280.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	4/4/2025	IN-0001000279	1312--Little Passports Inc.	4310--Materials & Supplies	EFT	20136006332	261.00	261.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610594898	1412--South Coast Conservatory	5880--Instructional Vendors &	EFT	20136006337	200.00	200.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610595944	6618--10th Planet Jiu Jitsu - Costa Mesa	5880--Instructional Vendors &	EFT	20136006329	160.00	160.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610594901	2959--Victory Tae Kwon Do USA	5880--Instructional Vendors &	EFT	20136006349	150.00	150.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610594896	6339--Brandy Caler	5880--Instructional Vendors &	EFT	20136006346	144.50	112.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6339--Brandy Caler	5880--Instructional Vendors &	EFT	20136006346	144.50	32.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610591977	6639--Expressions Dance & Movement LLC	5880--Instructional Vendors &	EFT	20136006347	87.00	87.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	4/8/2025	1292517	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	74.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1294194	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	191.42		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292532	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	22.18		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1294195	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	39.29		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1295637	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	276.44		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1292526	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	115.61		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1295638	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	318.59		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1292534	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	32.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292518	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	81.51		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1283198	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	95.26		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1290955	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	232.89		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1294110	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	89.35		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1295480	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	79.11		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1294201	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	80.03		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1295576	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	56.03		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292536	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	56.63		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1295470	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	9.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1292521	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	387.64		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1294188	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	416.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292531	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	240.43		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1292525	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	237.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292528	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	135.89		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1292529	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	87.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/1/2025	1282947	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	29.59		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1295471	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	94.37		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1295580	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	70.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	1284547	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	90.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	1285922	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	43.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1295478	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	65.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292530	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	22.18		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1290931	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	67.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292535	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	72.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1290953	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	30.28		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292522	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	11.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1292519	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	120.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1294198	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	255.93		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006342	4,563.23	68.46		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1294111	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006342	4,563.23	162.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610595964	1126--Buzzy Mae Music Academy	5880--Instructional Vendors &	EFT	20136006328	3,807.25	2,057.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1126--Buzzy Mae Music Academy	5880--Instructional Vendors &	EFT	20136006328	3,807.25	1,750.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610595953	1370--The Arbor Learning Community	5880--Instructional Vendors &	EFT	20136006336	2,154.00	1,260.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1370--The Arbor Learning Community	5880--Instructional Vendors &	EFT	20136006336	2,154.00	894.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	4/7/2025	23094	5780--Balloons by Jenn	4330--Meals & Events	EFT	20136006330	1,525.00	945.50		914--Community Engagement	2053--Excel Academy Charter School - Warner
			5780--Balloons by Jenn	4330--Meals & Events	EFT	20136006330	1,525.00	579.50		914--Community Engagement	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610596957	6383--ML Tutoring	5880--Instructional Vendors &	EFT	20136006334	1,200.00	1,200.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610596951	6350--Mathnasium of Temecula	5880--Instructional Vendors &	EFT	20136006351	977.00	977.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610595948	v3056--Al-Burooj Academy	5880--Instructional Vendors &	EFT	20136006340	960.00	960.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/6/2025	#########	B-2610595951	6125--Applause Music Academy Rancho Cuc	5880--Instructional Vendors &	EFT	20136006350	688.00	688.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610586035	5687--Long Beach Rising	5880--Instructional Vendors &	EFT	20136006352	620.00	620.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	B-2610595965	2335--Caique Gracie Brazilian Jiu-Jitsu	5880--Instructional Vendors &	EFT	20136006335	585.00	390.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	B-2610594897	2335--Caique Gracie Brazilian Jiu-Jitsu	5880--Instructional Vendors &	EFT	20136006335	585.00	195.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/6/2025	#########	EX043025	5473--STEAM Academy	5880--Instructional Vendors &	EFT	20136006341	535.10	535.10		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	5795-051225	5795--BRMS - ESA	9516--Voluntary ESA	EFT		189.59	117.55	Wendy Pendergraft	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5795--BRMS - ESA	9516--Voluntary ESA	EFT		189.59	72.04	Wendy Pendergraft	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610573190	1027--Science-2-U	5880--Instructional Vendors &	EFT	Voided - 103818	-3,176.08	-618.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1027--Science-2-U	5880--Instructional Vendors &	EFT	Voided - 103818	-3,176.08	-2,557.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599479	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	104096	20.00	20.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599484	5578--Power of Leverage Brazilian Jiu Jitsu	5880--Instructional Vendors &	EFT	104095	175.00	175.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596797	6147--DK Tutoring	5880--Instructional Vendors &	EFT	104137	175.00	175.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	55321	5122--Crafty School Crates	4310--Materials & Supplies	EFT	104098	155.58	155.58		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596809	5591--Faith Seymour Tutoring Services	5880--Instructional Vendors &	EFT	104139	150.00	150.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	767	5273--Kitchen Stewardship, LLC	4100--Textbooks & Core Curricu	EFT	104166	149.95	149.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	5/1/2025	B-2610599518	6273--TGA of Greater Long Beach	5880--Instructional Vendors &	EFT	104164	145.73	145.73		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596939	6236--Letspanish!	5880--Instructional Vendors &	EFT	104135	120.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596945	5814--Desert Coast Learning LLC	5880--Instructional Vendors &	EFT	104156	102.00	102.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	11746	5310--Lit League	4310--Materials & Supplies	EFT	104170	96.28	96.28		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596811	5707--KNM Company LLC	5880--Instructional Vendors &	EFT	104100	93.75	93.75		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	1100900	1391--MoxieBox Art, Inc.	4310--Materials & Supplies	EFT	104123	85.32	85.32		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	1271238	1258--School Zone Publishing	4100--Textbooks & Core Curricu	EFT	104088	74.69	74.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599483	1018--Portal Languages Costa Mesa LLC, Da	5880--Instructional Vendors &	EFT	104150	64.53	64.53		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596923	6627--Kessler's Klassroom	5880--Instructional Vendors &	EFT	104145	58.48	58.48		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596829	6565--Inland Pacific Ballet Academy	5880--Instructional Vendors &	EFT	104114	51.50	51.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610595972	1613--Sara Meeker	5880--Instructional Vendors &	EFT	104084	300.00	300.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599523	6682--Training Champions OC	5880--Instructional Vendors &	EFT	104104	300.00	300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	5/1/2025	B-2610596926	2288--Kicks Taekwondo Riverside Inc.	5880--Instructional Vendors &	EFT	104136	300.00	300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596937	4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	EFT	104087	300.00	150.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	EFT	104087	300.00	150.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599473	3364--Pacific Ballet Conservatory	5880--Instructional Vendors &	EFT	104155	274.00	274.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	4/9/2025	4092501	5469--Let's Bake Baking Kits	4310--Materials & Supplies	EFT	104163	272.77	272.77		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596823	6286--Chapman Hamborg Art Classes	5880--Instructional Vendors &	EFT	104076	255.00	255.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596814	6042--Fit 2 Be Free LLC	5880--Instructional Vendors &	EFT	104106	247.50	247.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599485	6044--Prado Music Academy	5880--Instructional Vendors &	EFT	104134	240.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596795	2623--Dexter Creative	5880--Instructional Vendors &	EFT	104072	226.60	226.60		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596813	v3022--Fired Up Arts	5880--Instructional Vendors &	EFT	104097	222.00	132.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			v3022--Fired Up Arts	5880--Instructional Vendors &	EFT	104097	222.00	90.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596816	5820--Fundamental Chess Academy, Inc.	5880--Instructional Vendors &	EFT	104165	210.00	210.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	9046	1260--McRuffy Press LLC	4100--Textbooks & Core Curricu	EFT	104152	199.90	199.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599514	6739--Swinglab44	5880--Instructional Vendors &	EFT	104125	195.00	195.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596946	5884--Master Lee's Kung Fu San Soo	5880--Instructional Vendors &	EFT	104119	179.00	179.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner

5/12/2025	#########	B-2610596798	6602--Drawn2Art Encino	5880--Instructional Vendors &	EFT	104132	176.00	176.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	5/1/2025	B-2610596801	5878--Drawn2Art Valencia	5880--Instructional Vendors &	EFT	104120	176.00	176.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599527	5717--Urban Youth Park	5880--Instructional Vendors &	EFT	104172	480.00	480.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	5/1/2025	B-2610599517	6188--Telos Academy	5880--Instructional Vendors &	EFT	104173	465.16	465.16		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610595966	6522--California School of Classical Ballet	5880--Instructional Vendors &	EFT	104131	465.00	395.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6522--California School of Classical Ballet	5880--Instructional Vendors &	EFT	104131	465.00	70.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	2450240325	5326--Marshall Ketchum	5100--SpEd Consultants and Ven	EFT	104130	460.00	184.00	Vision Therapy March 25	907--Special Education	2073--Excel Academy Charter School - Helendale
	#########	5799400325	5326--Marshall Ketchum	5100--SpEd Consultants and Ven	EFT	104130	460.00	276.00	Vision Therapy March 25	907--Special Education	2053--Excel Academy Charter School - Warner
5/12/2025	#########	MB68238137	1151--Apple Inc	4310--Materials & Supplies	EFT	104127	443.26	443.26		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	4/7/2025	3818	6356--Kumon Math and Reading Center of 1	5880--Instructional Vendors &	EFT	104073	440.00	440.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599519	1917--The Center Stage Studio	5880--Instructional Vendors &	EFT	104126	435.00	435.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599516	6495--Tao of Jiu Jitsu	5880--Instructional Vendors &	EFT	104146	435.00	435.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599509	6643--Stitch House Studio	5880--Instructional Vendors &	EFT	104108	400.00	400.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596821	5999--Gracie Barra RSM	5880--Instructional Vendors &	EFT	104091	400.00	400.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	5/1/2025	14665	5017--Alpha Vision, Inc.	5940--Technology Services	EFT	104138	379.00	234.98		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5017--Alpha Vision, Inc.	5940--Technology Services	EFT	104138	379.00	144.02		912--Administration/Office	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610595968	4118--Kyungeun Christina Lee	5880--Instructional Vendors &	EFT	104079	350.00	350.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596936	6244--Learning Squad OC	5880--Instructional Vendors &	EFT	104118	330.00	330.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	663078	1179--Home Science Tools	4310--Materials & Supplies	EFT	104077	329.98	109.01		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	663389	1179--Home Science Tools	4310--Materials & Supplies	EFT	104077	329.98	101.77		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	663973	1179--Home Science Tools	4310--Materials & Supplies	EFT	104077	329.98	22.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	662217	1179--Home Science Tools	4310--Materials & Supplies	EFT	104077	329.98	97.15		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596950	6697--Mathnasium of South Costa Mesa	5880--Instructional Vendors &	EFT	104144	320.00	320.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596832	5890--Jill Sturkie	5880--Instructional Vendors &	EFT	104122	320.00	320.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599464	1022--Noonan Family Swim School Murrieta	5880--Instructional Vendors &	EFT	104085	840.00	840.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599502	5663--Some STEAM 4 Fun	5880--Instructional Vendors &	EFT	104133	830.00	830.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599475	3109--Pasadena Music Academy	5880--Instructional Vendors &	EFT	104082	828.00	828.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599493	5589--Rock Fitness	5880--Instructional Vendors &	EFT	104128	815.00	815.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596804	6315--Ethos Jiu Jitsu Incorporated	5880--Instructional Vendors &	EFT	104151	800.00	800.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596844	6144--Kelly Speakman	5880--Instructional Vendors &	EFT	104112	780.00	780.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599492	5453--Riverside Ballet Arts	5880--Instructional Vendors &	EFT	104161	766.00	766.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596817	6348--Gemstone Gymnastics LLC	5880--Instructional Vendors &	EFT	104089	761.00	761.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	5/1/2025	B-2610599500	5726--Silva Jiu-Jitsu Academy	5880--Instructional Vendors &	EFT	104083	745.00	745.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599476	5571--PAVE School of the Arts	5880--Instructional Vendors &	EFT	104078	735.00	735.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596943	5495--Little School of Music	5880--Instructional Vendors &	EFT	104142	714.75	714.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599463	6159--Nino's Art Studio	5880--Instructional Vendors &	EFT	104160	700.00	700.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596934	6093--Dennis Frayne Music Studio	5880--Instructional Vendors &	EFT	104090	690.20	690.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	5239274	5059--Blick Art Material	4310--Materials & Supplies	EFT	104124	608.24	468.16		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	5241819	5059--Blick Art Material	4310--Materials & Supplies	EFT	104124	608.24	140.08		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	5525	5102--Hands 4 Building	4310--Materials & Supplies	EFT	104167	604.96	320.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	5512	5102--Hands 4 Building	4100--Textbooks & Core Curricu	EFT	104167	604.96	283.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610595961	5996--Belmont Music StudioLLC	5880--Instructional Vendors &	EFT	104169	600.00	600.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596641	3172--Dancing Keys Music Studio LLC	5880--Instructional Vendors &	EFT	104121	581.50	581.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	478080A	2602--Acorn Naturalists	4310--Materials & Supplies	EFT	104143	562.57	562.57		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599495	6452--Rowland Heights Music Academy	5880--Instructional Vendors &	EFT	104113	507.00	338.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6452--Rowland Heights Music Academy	5880--Instructional Vendors &	EFT	104113	507.00	169.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610595960	4153--Beach Tutors	5880--Instructional Vendors &	EFT	104111	1,580.00	1,190.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4153--Beach Tutors	5880--Instructional Vendors &	EFT	104111	1,580.00	390.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599498	5548--Sektor Jiu-Jitsu	5880--Instructional Vendors &	EFT	104109	1,525.00	820.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5548--Sektor Jiu-Jitsu	5880--Instructional Vendors &	EFT	104109	1,525.00	705.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	167750	v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	EFT	104141	1,503.75	1,211.25	PT & BIS Services Mar. 25	907--Special Education	2053--Excel Academy Charter School - Warner
			v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	EFT	104141	1,503.75	292.50	SAI Service Mar. 25	907--Special Education	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596826	6728--Hope For Reading	5880--Instructional Vendors &	EFT	104158	1,410.00	1,410.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596802	1376--FMH Sports USA, Inc.	5880--Instructional Vendors &	EFT	104093	1,385.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1376--FMH Sports USA, Inc.	5880--Instructional Vendors &	EFT	104093	1,385.00	885.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596828	6173--I Can Academy OC	5880--Instructional Vendors &	EFT	104162	1,330.00	1,330.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596956	1896--Mission Renaissance	5880--Instructional Vendors &	EFT	104081	1,321.90	715.90		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1896--Mission Renaissance	5880--Instructional Vendors &	EFT	104081	1,321.90	606.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610595971	6730--CNS Equine Services	5880--Instructional Vendors &	EFT	104071	1,250.00	1,250.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	112392	6068--McDougal Boehmer Foley Lyon Mitch	5810--Legal	EFT	104129	1,220.00	463.60		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			6068--McDougal Boehmer Foley Lyon Mitch	5810--Legal	EFT	104129	1,220.00	756.40		912--Administration/Office	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610595952	5864--Aquatic Explorations and Safety Trair	5880--Instructional Vendors &	EFT	104140	1,110.00	280.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5864--Aquatic Explorations and Safety Trair	5880--Instructional Vendors &	EFT	104140	1,110.00	830.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599465	1698--Noonan Family Swim School San Die	5880--Instructional Vendors &	EFT	104107	1,044.00	1,044.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596799	2192--Drawn2Art Northridge	5880--Instructional Vendors &	EFT	104157	1,034.00	1,034.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596930	6497--Kristen Reid Tutoring	5880--Instructional Vendors &	EFT	104080	1,025.00	1,025.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	10400467	5411--Total Education Solutions	5100--SpEd Consultants and Ven	EFT	104116	952.50	292.50	Speech Services Mar. 25	907--Special Education	2073--Excel Academy Charter School - Helendale
			5411--Total Education Solutions	5100--SpEd Consultants and Ven	EFT	104116	952.50	660.00	APE & OT Services March 25	907--Special Education	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596815	2572--Focus Dance Center	5880--Instructional Vendors &	EFT	104094	925.00	925.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610596803	6235--Escondido Center for Martial Arts	5880--Instructional Vendors &	EFT	104092	900.00	900.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	5/1/2025	B-2610596824	6322--High Desert Math Tutor	5880--Instructional Vendors &	EFT	104115	890.00	890.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	4634818	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	87.89		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	4634805	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	102.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	4634820	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	156.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	4632107	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	67.04		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	4634822	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	34.81		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	4634817	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	39.15		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	4634628	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	333.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	4633187	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104159	850.64	28.71		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599468	4137--Olive Tree Education	5880--Instructional Vendors &	EFT	104171	7,291.25	2,312.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4137--Olive Tree Education	5880--Instructional Vendors &	EFT	104171	7,291.25	4,978.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610595954	5641--Ark Academy	5880--Instructional Vendors &	EFT	104074	5,100.00	4,500.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5641--Ark Academy	5880--Instructional Vendors &	EFT	104074	5,100.00	600.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	5/2/2025	16035	5544--Law Offices of Young, Minney & Corr.	5810--Legal	EFT	104086	4,035.50	2,502.01		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5544--Law Offices of Young, Minney & Corr.	5810--Legal	EFT	104086	4,035.50	1,533.49		912--Administration/Office	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599496	1027--Science-2-U	5880--Instructional Vendors &	EFT	104148	3,176.08	2,557.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1027--Science-2-U	5880--Instructional Vendors &	EFT	104148	3,176.08	618.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	5/1/2025	B-2610599521	6321--The Red Apple Project	5880--Instructional Vendors &	EFT	104154	3,121.82	3,121.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	90619713	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	159.52		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	90589550	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	167.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	90589551	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	184.06		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	90607248	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	142.30		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	90607250	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	24.94		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	90589553	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	39.60		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	90607249	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	244.27		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	90586550	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	1,374.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	90589549	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	284.57		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	90589552	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	61.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	90589547	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104117	2,814.34	130.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	5/1/2025	B-2610596609	1355--C3 Classes, LLC	5880--Instructional Vendors &	EFT	104101	2,790.99	2,790.99		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610599501	6036--Sokol Gymnastics LLC	5880--Instructional Vendors &	EFT	104105	2,439.00	1,280.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6036--Sokol Gymnastics LLC	5880--Instructional Vendors &	EFT	104105	2,439.00	1,159.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	B-2610595962	6428--Blackbird & Company LLC	5880--Instructional Vendors &	EFT	104168	2,425.00	2,300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6428--Blackbird & Company LLC	5880--Instructional Vendors &	EFT	104168	2,425.00	125.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	4/9/2025	1190650572	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	130.27		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1190650575	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	193.32		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1190650574	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	188.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1190650573	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	537.67		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1190652292	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	409.29		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1190652115	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	267.17		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1190650576	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	288.72		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1190650571	2056--LEGO Education	4310--Materials & Supplies	EFT	104075	2,208.27	193.32		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	5/5/2025	D480832C-0010	6554--ClassPass	5300--Dues & Memberships	EFT	104110	2,028.00	1,257.36		901--Human Resources	2053--Excel Academy Charter School - Warner
			6554--ClassPass	5300--Dues & Memberships	EFT	104110	2,028.00	770.64		901--Human Resources	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610599481	5514--Pleasant Street Stable	5880--Instructional Vendors &	EFT	104149	1,915.00	1,915.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	#########	B-2610596927	6217--Kirsten A Lewis	5880--Instructional Vendors &	EFT	104153	1,760.00	935.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6217--Kirsten A Lewis	5880--Instructional Vendors &	EFT	104153	1,760.00	825.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/12/2025	5/6/2025	JHW001W	6324--Tanaka Farms LLC	5835--Field Trips	EFT	104099	1,206.00	648.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6324--Tanaka Farms LLC	5835--Field Trips	EFT	104099	1,206.00	558.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/12/2025	#########	2025-0037	4303--Mobile Zoo of Southern California	5841--Community Marketing	EFT	104102	699.00	265.62		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			4303--Mobile Zoo of Southern California	5841--Community Marketing	EFT	104102	699.00	433.38		914--Community Engagement	2053--Excel Academy Charter School - Warner
5/12/2025	#########	18329372	5296--LEAF	5620--Equipment Leases	EFT	104103	143.86	89.19		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5296--LEAF	5620--Equipment Leases	EFT	104103	143.86	54.67		912--Administration/Office	2073--Excel Academy Charter School - Helendale

5/12/2025	5/3/2025	00002E01V5185	1649--UPS	5930--Postage	EFT	104147	44.34	16.85	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1649--UPS	5930--Postage	EFT	104147	44.34	27.49	912--Administration/Office	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596932	2674--Kumon Center of Mission Viejo-North	5880--Instructional Vendors &	EFT	20136006381	175.00	175.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596820	6256--Glendora Music and Arts School	5880--Instructional Vendors &	EFT	20136006405	160.00	160.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599515	6178--Sylvia's Design Studio	5880--Instructional Vendors &	EFT	20136006354	160.00	160.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599497	5923--Sektor Jiu Jitsu Rowland Heights	5880--Instructional Vendors &	EFT	20136006356	160.00	160.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596929	1873--Krav Maga of Orange County	5880--Instructional Vendors &	EFT	20136006400	159.00	159.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	4/4/2025	IN-0001000286	1312--Little Passports Inc.	4100--Textbooks & Core Curricu	EFT	20136006371	152.20	152.20	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596822	6672--Graid School	5880--Instructional Vendors &	EFT	20136006406	150.00	150.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	5/1/2025	B-2610596819	1866--Giordano's ATA Martial Arts	5880--Instructional Vendors &	EFT	20136006407	150.00	150.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599482	2611--Poiema Studios	5880--Instructional Vendors &	EFT	20136006392	140.00	140.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599480	1415--Hong Liang	5880--Instructional Vendors &	EFT	20136006391	120.00	120.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596924	2070--Cindi Washam	5880--Instructional Vendors &	EFT	20136006369	120.00	120.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610595958	5995--AYCLOGIC Coding Academy for Kids	5880--Instructional Vendors &	EFT	20136006374	100.00	100.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596949	6384--Mathnasium of Huntington Beach	5880--Instructional Vendors &	EFT	20136006426	99.00	99.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599499	2880--Signing in the Gap	5880--Instructional Vendors &	EFT	20136006361	80.00	80.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599494	6526--Rowe Dance Academy	5880--Instructional Vendors &	EFT	20136006412	70.00	70.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596833	1988--Joe Ferrante Music Academy	5880--Instructional Vendors &	EFT	20136006420	312.00	312.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596830	6580--Jammin' Music Inc.	5880--Instructional Vendors &	EFT	20136006384	300.00	300.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	5/1/2025	B-2610596640	2279--Cogito International, Inc	5880--Instructional Vendors &	EFT	20136006409	296.40	296.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	1198331	1148--Institute for Excellence in Writing	4100--Textbooks & Core Curricu	EFT	20136006390	289.76	289.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596938	5958--Let's Play Music with Laura Varga	5880--Instructional Vendors &	EFT	20136006413	285.00	285.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610595957	1061--Art With Aunt Jes	5880--Instructional Vendors &	EFT	20136006416	280.00	280.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599524	6193--True Strength Boxing	5880--Instructional Vendors &	EFT	20136006428	280.00	280.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	5/1/2025	B-2610596812	1789--Fashion Camp - Create, Design, Sew.	5880--Instructional Vendors &	EFT	20136006366	265.00	265.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599507	1540--Stagelight Performing Arts	5880--Instructional Vendors &	EFT	20136006430	246.99	66.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1540--Stagelight Performing Arts	5880--Instructional Vendors &	EFT	20136006430	246.99	180.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	56593	6447--Dash into Learning	4100--Textbooks & Core Curricu	EFT	20136006402	244.44	244.44	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	12708676	6317--Llamitas Spanish	4100--Textbooks & Core Curricu	EFT	20136006401	227.64	227.64	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	118379	6416--Scoot Education Inc.	1130--Substitute Teacher Compe	EFT	20136006368	197.00	122.14	918--Virtual Education	2053--Excel Academy Charter School - Warner
			6416--Scoot Education Inc.	1130--Substitute Teacher Compe	EFT	20136006368	197.00	74.86	918--Virtual Education	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596931	5523--Kumon Huntington Beach South	5880--Instructional Vendors &	EFT	20136006415	195.00	195.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596841	5674--KC Tutoring	5880--Instructional Vendors &	EFT	20136006387	505.00	505.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599462	4182--NEWSONG Studio	5880--Instructional Vendors &	EFT	20136006423	480.00	480.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599504	v3029--South OC Hybrid Homeschool	5880--Instructional Vendors &	EFT	20136006355	454.00	454.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596953	5680--Mathnasium of Torrance	5880--Instructional Vendors &	EFT	20136006380	450.00	450.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	5/1/2025	B-2610596948	6488--Mathnasium of Foothill Ranch	5880--Instructional Vendors &	EFT	20136006363	439.00	439.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596842	6455--Keika Mori Music Studio	5880--Instructional Vendors &	EFT	20136006386	432.00	432.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	5/1/2025	B-2610596925	1419--Kick It Up Kidz LLC	5880--Instructional Vendors &	EFT	20136006385	420.00	420.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599487	6359--Prospect Soccer Academy	5880--Instructional Vendors &	EFT	20136006389	420.00	420.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610595956	6150--Art Studio Pillar	5880--Instructional Vendors &	EFT	20136006398	410.00	410.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	4/3/2025	1	6738--Ocampo Strength	5880--Instructional Vendors &	EFT	20136006375	400.00	400.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	5/1/2025	B-2610596942	2021--Lil' Chef School	5880--Instructional Vendors &	EFT	20136006376	394.50	394.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596805	6500--Evelyn Burns	5880--Instructional Vendors &	EFT	20136006357	387.50	387.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610595967	1784--Celeste Haueter - U Did It	5880--Instructional Vendors &	EFT	20136006399	368.75	368.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599506	4111--Spanish Time 123	5880--Instructional Vendors &	EFT	20136006429	342.50	122.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4111--Spanish Time 123	5880--Instructional Vendors &	EFT	20136006429	342.50	220.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599511	6234--Sundae Music Group LLC	5880--Instructional Vendors &	EFT	20136006365	844.00	844.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	5/1/2025	B-2610599467	6494--OC Music Shop	5880--Instructional Vendors &	EFT	20136006403	823.00	823.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599505	2583--Spanish Advantage de Sra Garner	5880--Instructional Vendors &	EFT	20136006393	800.00	180.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2583--Spanish Advantage de Sra Garner	5880--Instructional Vendors &	EFT	20136006393	800.00	620.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610595963	3329--Blue Buoy Swim School	5880--Instructional Vendors &	EFT	20136006358	780.00	780.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610595970	6476--Clark Performance	5880--Instructional Vendors &	EFT	20136006397	750.00	750.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610595969	2017--Claremont Community School of Mus	5880--Instructional Vendors &	EFT	20136006379	746.50	73.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2017--Claremont Community School of Mus	5880--Instructional Vendors &	EFT	20136006379	746.50	673.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596840	6230--Just Us Learners	5880--Instructional Vendors &	EFT	20136006419	600.00	600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596935	5529--Lanterns Global LLC	5880--Instructional Vendors &	EFT	20136006408	594.00	594.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596954	6679--Mission Jiu Jitsu LLC	5880--Instructional Vendors &	EFT	20136006367	580.00	580.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599488	1064--Redlands Gymnastics Club	5880--Instructional Vendors &	EFT	20136006372	545.00	545.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599520	6181--The Coder School Corona	5880--Instructional Vendors &	EFT	20136006360	518.00	518.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	4/1/2025	1K3W-KXDT-YF7M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	66.84	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1JD7-R1PT-TTVY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	122.70	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1N49-W7MV-XWFM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	8.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KYN-DPQY-PTFH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	8.05	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	143F-JYRW-CCP4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	145.94	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CNG-GKP1-WDQX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	15.21	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14N4-QC3Q-V444	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	25.66	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13NR-T41V-YXTY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	60.64	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XLP-9KVX-WL3F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	176.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CLN-YVCJ-1DMP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	200.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	14Q7-1FQN-L6GW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	80.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1TGH-GWFJ-6CT7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	233.69	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VJK-XNCT-N3Q7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	59.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1WV9-9M91-1DLG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	56.01	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HWL-GCGQ-GPQX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	15.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	11YM-CLLK-YT13	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	27.18	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MWP-V7PG-VTDC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	114.62	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1CFY-WWQ3-CJKY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	32.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1C67-FXJY-VGKR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	161.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1CNG-GKP1-VQMV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	156.03	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	1CDQ-QJVG-37FL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	7.98	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13F7-YKQR-7M4G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	100.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1RLH-L76X-7NKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	179.66	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/3/2025	1WX4-ONRM-1PKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	94.75	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XKY-JLC7-66KL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	26.13	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XCQ-CP6J-19W1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	147.81	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/3/2025	134Q-HCCY-1NRG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	39.11	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1C67-FXJY-YXFF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	9.70	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13TR-TD9M-V1CJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	15.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MR1-W7FH-TRXM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	97.42	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	1DKK-3XNG-3D9Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	123.48	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CFY-WWQ3-61PF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	106.81	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KYN-DPQY-TX61	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	107.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KYN-DPQY-XFK1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	70.99	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1PPM-H97D-4D37	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	86.39	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	19G3-KNR4-4XMH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	35.04	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XD4-GT1K-NQFQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	48.80	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006353	##	44.84	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1KVP-313C-1QGC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	168.94	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XYJ-1KRQ-3173	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	189.88	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	19WK-M3HY-OHWT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	11.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	1RFW-9417-1D9H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	139.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006353	##	39.92	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	1TKF-71CC-3341	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	18.48	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1J4L-MKYK-9YCT	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006353	##	94.66	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13F7-YKQR-76W9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	142.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/1/2025	1NRQ-KR47-7HPW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	86.94	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13TR-TD9M-NDGF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	73.76	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VJK-XNCT-NNGD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	15.21	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13TR-TD9M-NWJM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	122.02	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	16XL-939Y-4N9H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	168.69	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1MCJ-D3N7-WXHV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	44.87	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1Y1R-13RL-RN9P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	49.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	14Q7-1FQN-YY3W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	138.84	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	1MRR-GWDL-14FN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	25.76	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	1RLH-L76X-79QC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	225.21	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1HMQ-9F33-VT1D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	43.42	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1FN6-3WFV-1HGN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	98.86	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14N4-QC3Q-TVFX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	135.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1G7L-YMVG-6HN7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	29.03	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YYG-XM4C-YYW6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	57.88	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1CFY-WWQ3-CNG4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	70.93	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1G36-ML6X-OLYL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	31.58	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WV9-9M91-17PC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	128.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1VK6-X9GR-C69G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	183.28	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XCQ-CP6J-163T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	50.90	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	1CDQ-QJVG-33PY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	6.24	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VJK-XNCT-K4QG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	20.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	14D4-RX7R-VPDR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	135.16	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14N4-QC3Q-TTVX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	83.09	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13VY-HTJD-NVM6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	38.13	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1KR4-7QL3-CFYW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	16.45	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WYQ-41KR-W3C7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	83.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1D7W-KG6D-CYQN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	30.68	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1CFY-WWQ3-CTF1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	173.28	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1KR4-7QL3-DXQQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	26.83	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1QH9-7DCQ-PKDY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	31.04	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1XFG-DMGH-7CJ9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	133.29	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1YJW-VWG7-44YL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	200.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YCV-K3DN-RDP9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	208.34	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KYN-DPQY-MXNV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	14.56	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	13NM-79LR-1F1F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	190.74	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	1RNY-T4HH-34X1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	113.62	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/3/2025	1R7V-PH3W-1636	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	9.87	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1XFG-DMGH-7C33	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	114.43	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1D7W-KG6D-DHC3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	21.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale

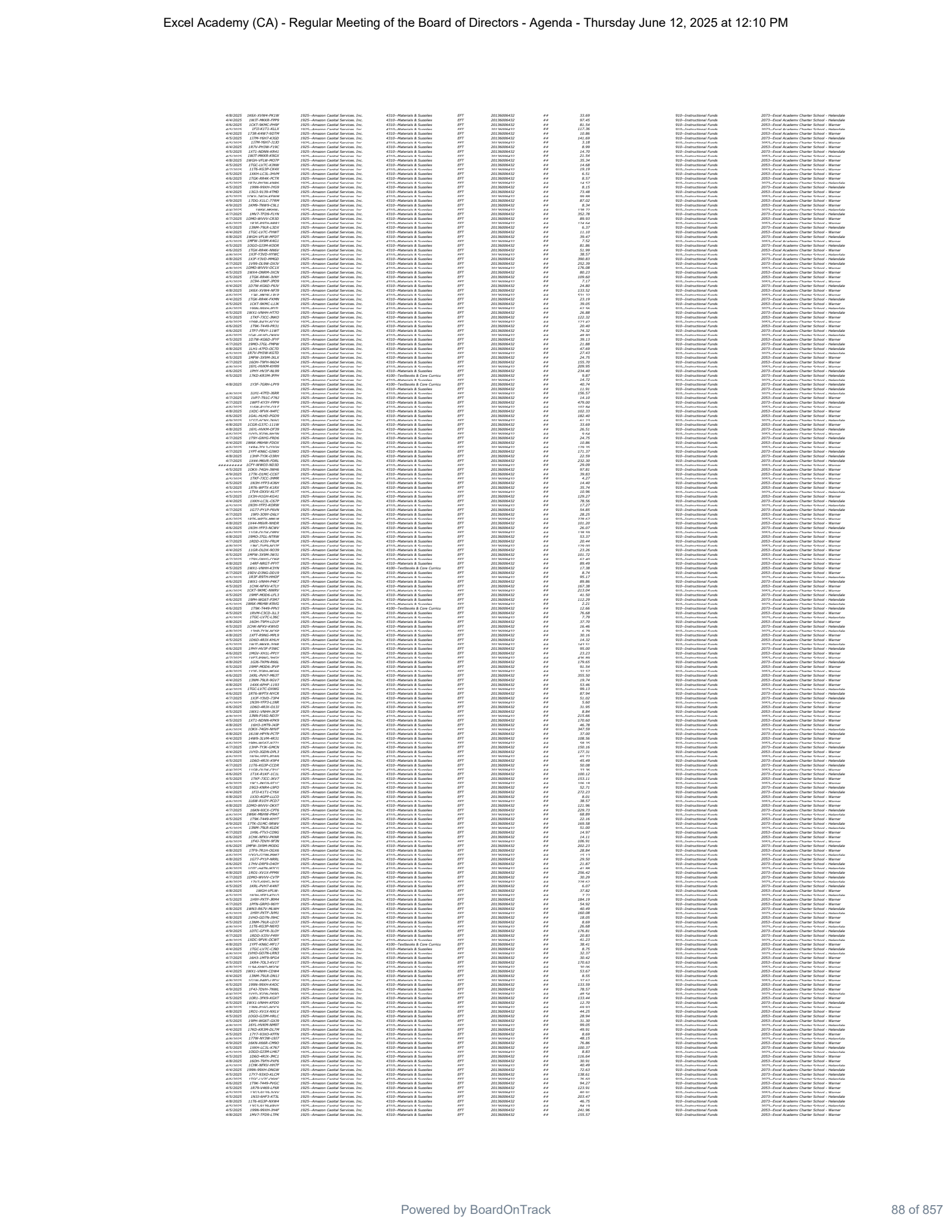
#########	14O7-1FON-V7CK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	153.96	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1KFP-N63G-C9P9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	145.93	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	1J3K-FTOV-9ONT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	198.15	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1WV9-9M91-3C93	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	148.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1MR1-W7FH-VCDD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	13.85	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	14N4-OC3O-N9R1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	165.98	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	14YF-XKJC-39G3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	82.01	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1HLO-X71N-QLY6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	127.70	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1RFW-9417-3N91	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	110.49	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1CYP-GDJ3-C6WQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	53.53	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1WKW-6OK1-9RRK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	132.26	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1XYJ-1KRQ-CQJT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	37.91	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1R6C-MNKF-KRPG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	38.76	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1OH9-7DCO-9X14	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	136.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1KMT-X6WX-MMVD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	22.77	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1MWP-V7PG-QXTF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	112.64	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	1WKW-6OK1-4DWY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	144.83	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1N49-W7MV-X3VG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	104.03	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	14D4-RX7R-PCK3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	20.68	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1N49-W7MV-WL3M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	130.74	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	13C6-3KXT-1DW1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	363.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1XYJ-1KRQ-79VP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	214.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	19VC-WVJH-NWWX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	106.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	13TR-TD9M-MDXD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	72.05	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/4/2025	1CKT-9KMC-CRGL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	61.67	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1YJW-VWG7-NM1W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	61.81	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	1K4X-YQVW-3XPT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	20.29	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1MF3-QYK1-9W7N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	123.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1N7W-L941-RPWP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	8.76	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11V3-4TP1-7379	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	80.51	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1XKY-JLC7-4H1G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	566.20	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	1NRQ-KR47-4QVH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	17.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1G36-ML6X-YFPV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	114.17	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1N49-W7MV-V6K6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	39.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1GT6-9LHR-HHJ7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	50.36	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1JGM-X1XY-1GVH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	11.63	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1CLN-YVCL-WHMR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	129.53	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1J9P-TQL7-TNKL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	114.08	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	1RXV-W49W-9DT3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	8.59	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1G7L-YMVG-C677	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	75.47	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11TF-FHYD-VQDQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	99.43	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11RR-NJXW-WGCL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	211.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	116R-HDP1-9MFG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	321.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1PPM-H97D-6FY7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	370.10	910--Instructional Funds	2053--Excel Academy Charter School - Warner
		1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	FFT	20136006353	##	46.93	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1RRH-XP39-GWF7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	21.71	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1L6W-R1QY-1GX6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	60.17	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1XCQ-CP61-9WMK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	65.27	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	19VC-WVJH-NYNF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	19.56	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1YXY-GD6D-16GR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	162.72	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1CNG-GKP1-VYHY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	85.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1KYN-DPQY-YNPD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	117.58	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1K4O-TV1V-73J3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	196.13	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/4/2025	1CHK-NFKV-FFH4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	62.37	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1CFT-9CGT-3QVM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	85.77	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1KVP-313C-6VQ7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	183.01	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1V3G-MCMG-VF3L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	12.78	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	1PPV-TKTD-79HQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	146.67	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11TF-FHYD-GMWM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	499.49	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	13F7-YKQR-FCLH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	117.33	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	13GJ-HJNW-76QG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	102.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1R6C-MNKF-YNJ3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	63.83	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1CDQ-QJVG-1HY4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	498.69	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	16D3-HDVK-771H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	44.34	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1KVP-313C-6NW3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	194.09	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	133G-1MX6-7DVM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	113.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	1PHY-HV3F-16M6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	14.98	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1KJY-LGP3-XXGR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	40.82	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1196-D169-HRGN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	224.20	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	14O7-1FON-TD9L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	21.48	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1OH9-7DCO-C49H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	14.30	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1H3N-Q7WX-3RJT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	48.42	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	111J-R4TM-YQGV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	19.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1M1G-MH4D-XX17	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	197.43	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/4/2025	1D6Q-4RJX-DMH1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	218.46	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1GX6-41GD-XDDP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	20.78	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1PHM-TVW6-TD7D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	119.37	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1CYP-GDJ3-9C93	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	111.46	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1VDK-CXXQ-3LJL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	10.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1VJK-XNCT-7JJC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	8.20	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	19GT-CYXR-WHOK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	19.39	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1VL3-Y616-JPDN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	473.11	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1XJY-LGP3-NFR6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	155.29	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	1WPJ-6QDX-4DYH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	23.62	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	19VC-WVJH-1R16	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	174.26	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1XCQ-CP61-46R7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	210.05	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1XD4-GT1K-X6DT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	134.97	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1YJW-VWG7-Q69R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	77.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1OH9-7DCO-CDC6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	53.69	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1MR1-W7FH-YRNV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	59.04	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1PFT-DDQK-DTF1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	166.70	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1199-LVXN-YOHH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	163.53	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1VYR-YCCK-KPHQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	118.49	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	17V6-MDC4-MDYJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	48.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1CLN-YVCL-7CGV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	189.41	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1XJY-LGP3-Y4K9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	98.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1XYJ-1KRQ-CK4R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	59.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1HMQ-9F33-T3VH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	27.55	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	11V3-4TP1-3MVL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	75.73	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/4/2025	1C94-1NKF-FDKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	129.85	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	1LV9-R916-1PGC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	140.57	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	19XQ-1K44-9NCX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	422.87	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1NHJ-4DPC-YWDM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	78.03	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1V6Q-CQ6C-7P3H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	220.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1OH9-7DCO-3H6P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	49.97	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1M1X-746T-VFOL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	70.75	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1GX6-41GD-DLL7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	166.85	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	17KD-NLD4-XWVL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	71.89	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	19XQ-1K44-6L7F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	202.88	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1R6C-MNKF-PCCH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	44.56	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1R6C-MNKF-T71R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	114.02	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1KLT-XCG9-7J7G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	88.15	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	17W1-6NFF-YWPY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	32.31	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1JGM-X1XY-1GWF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	29.39	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1PLH-4VKV-YC4L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	44.26	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/4/2025	1D7W-KG6D-C1VF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	39.39	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1FXX-97GP-99RQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	99.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	1RLH-L76X-7FTY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	206.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1MX4-LJ46-4M7K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	18.02	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	19GT-CYXR-NVTH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	7.14	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	14WK-CW4N-WGJG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	272.66	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	17V6-MDC4-VNKL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	176.97	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1N49-W7MV-XJLL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	43.62	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1WYQ-41KR-FRTJ	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	FFT	20136006353	##	65.24	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1NHJ-4DPC-XVL7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	23.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1TMN-47PQ-4HRV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	358.91	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1XJ4-LHOF-1C6C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	103.69	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	14GH-K6KT-17VW	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	FFT	20136006353	##	81.46	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1NT9-G49G-HMDX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	64.63	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1TMN-47PQ-43JV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	92.68	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	14D4-RX7R-PCMW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	1.58	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1YR6-RXH1-7G66	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	32.36	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1CYP-GDJ3-4J4F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	8.69	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1FCL-JFCV-14W7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	14.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	13VY-HTJD-P1MH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	21.26	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1R4Y-X4FM-W6VD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	133.59	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	1W3R-NY3K-3M7J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	24.30	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1HMQ-9F33-W1QL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	19.70	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1CYP-GDJ3-C3D1	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	FFT	20136006353	##	98.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/4/2025	1FJJ-K1T1-DPCW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	73.42	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1347-ND3J-7V64	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	223.67	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11V3-4TP1-4XDC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	214.95	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/4/2025	1C94-1NKF-9ML6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	171.94	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/4/2025	1G4L-HLHD-D6QC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	142.79	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	17JF-PF3C-14LF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	26.88	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	14N4-OC3O-V37Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	175.85	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1G7L-YMVG-C7HN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	201.19	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1N6Q-C6RR-XQ4R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	29.47	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/4/2025	1D6Q-4RJX-9WQC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	8.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	173R-K4W7-3CGV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	19.95	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1494-WYNY-6NMF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	18.65	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	1NKJ-V74R-93Q7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	19.34	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1XDN-63DD-CTM9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	4.41	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	1DRC-CQ96-D7GP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	98.15	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1M1X-746T-GK4N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	362.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/7/2025	1XJF-Y3VD-1CKL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	102.54	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	17V6-MDC4-P3JM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	172.49	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1MR1-W7FH-XHC3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	189.53	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/6/2025	1TV4-QXXV-PVRM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	79.47	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1DNK-F1T6-1KGC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	27.48	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	111J-R4TM-YN4K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	56.86	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1NT9-G49G-N1Q7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	107.92	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	1R9G-TV9W-TW19	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	42.28	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/6/2025	1XJ4-LHOF-P4FN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	16.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	17W1-6NFF-TWHV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	10.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1CCM-Y1MX-YW6K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	37.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1O9T-RR6W-HNQR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	85.05	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1WXW-1R71-HWMX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	35.11	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1K4C-HP6P-MY4F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	101.69	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1D3R-LCJ4-VJ1F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	165.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1CNG-GKP1-YQYV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	21.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1FN6-3WFV-WDPF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	35.44	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11RR-NJXW-TH7V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	244.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1P36-XF6N-P7GR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	14.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/6/2025	1RT6-WPTX-PJ4K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	60.31	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	16GF-N3R7-3GWK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	60.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1CYP-GDJ3-9WKT	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	FFT	20136006353	##	56.99	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	1LCT-WWHX-1J7Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	30.68	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	19X4-LW3N-4RPV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	95.43	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1NHJ-4DPC-T149	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	28.85	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1TGC-LV7C-1JFL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	22.56	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1FHX-7CWK-9L4X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	60.97	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/4/2025	1CKT-9KMC-DRRP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	155.85	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/6/2025	1H9Y-PXTF-NT3T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	110.14	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1VJK-XNCT-LMDP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	35.55	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1WV9-9M91-KWDD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	330.91	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	1QKX-74GH-1JRR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	39.62	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1YNW-NN9G-3HR6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	48.04	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1YNW-NN9G-H69T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	466.02	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1KLT-XCG9-NYHH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	93.75	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	1WHW-39KC-9GJ6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	36.62	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1HMQ-9F33-VNRX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	8.88	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1V3G-MCMG-YYN1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	36.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1WV9-9M91-9LRD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	12.78	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1VO4-MLWO-7OTO	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	16.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1PFT-DDQK-TW1L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	183.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1QN3-NVFG-P3QX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	33.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1PLH-4VKV-WQGP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	24.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1J9P-TQL7-P9GK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	21.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1WYT-NKJM-V1DF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	37.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1DRC-CQ96-DFYD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	101.56	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11L6-7PW1-TJ3T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	19.33	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/3/2025	134O-HCCY-3OML	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	32.77	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1VK6-X9GR-C4T9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	101.13	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/5/2025	19PH-WG6T-KDRX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	51.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	1X3L-V4CC-349F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	34.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1M1X-746T-XJ4L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	59.68	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1JD7-R1PT-P9GR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	72.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	13F7-YKQR-L1X1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	4.56	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/2/2025	1LKX-L9G9-7VK1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	97.84	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1KLT-XCG9-66FJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	192.37	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/3/2025	13NM-79LR-1H1C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	33.23	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1MF3-QYK1-1JYV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	85.84	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1YYG-XM4C-YODM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	46.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1R4Y-X4FM-X1XQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	137.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	11HD-FCT9-H13R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	10.43	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/4/2025	1H9Y-PXTF-9MOK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	254.07	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/1/2025	1FPL-DVR4-1KM4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	22.04	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/2/2025	1PPV-TKTD-9M14	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	89.02	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	1KYN-DPQY-OG74	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	29.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
#########	1XCQ-CP61-PD1F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	288.43	910--Instructional Funds	2053--Excel Academy Charter School - Warner
4/6/2025	199N-99XH-PVLK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	83.63	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
#########	11HD-FCT9-1W9V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	53.70	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
4/1/2025	199Q-P1W1-96Y1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	FFT	20136006353	##	149.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner

	4/3/2025	1V6X-G9WN-1W6K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	66.58		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XYJ-1KRQ-49Q4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	16.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RKT-7RFT-NK9P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	230.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VYR-YCCK-LYPT	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006353	##	49.19		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	119P-TQL7-XYLW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	111.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1R6C-MNKF-P9G9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14Q7-1FQN-VXL6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	25.88		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1YJW-VWG7-9Y3D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	113.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CNG-GKP1-VM34	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	52.63		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	13RD-YKGT-11VY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	34.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1GX6-41GD-YCG1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	35.73		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	1H3N-Q7WX-1WD4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	9.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MWP-V7PG-RR9N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	123.89		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	11QF-HN1D-3FH9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	3.70		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XLC-V7JF-MW3H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	155.03		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	113K-FTQV-CN7R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	10.90		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/3/2025	1R79-V469-1RHW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	37.76		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	1N3H-YFP3-17VD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	57.07		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1N6V-LY47-TNPC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	7.19		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VYR-YCCK-W7M4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	6.56		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XKY-JLC7-11W7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	120.24		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11D7-R1PT-VYCX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	32.30		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RCK-KXQY-QDMX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	32.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MR1-W7FH-LKQR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	57.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WV9-9M91-PPQD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	122.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	1FN6-3WFV-Y9Q7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	267.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XJY-LGP3-NYQM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	212.20		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	1QNQ-PNCL-3PRY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	253.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/1/2025	1XVC-9JFF-XFY4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	641.12		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1DPX-64NC-XGKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	152.22		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	11P6-MVMM-V6MN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	18.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1VYR-YCCK-NQ61	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	57.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	1RT6-WPTX-1HQN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	94.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11P6-MVMM-11PD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	131.57		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1HMQ-9F33-WKP6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	51.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1QF1-WMMT-H761	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	44.56		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RKT-7RFT-VN4G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	22.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YNW-NN9G-CVV6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	8.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XYJ-1KRQ-46WV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	32.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/3/2025	1TV4-QXXV-34K6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	19.22		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/1/2025	13P1-FKHW-XTR3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	3.97		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	2.44		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	4/3/2025	1T77-TDNQ-73CX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	68.37		916--Elementary Education	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	111.56		916--Elementary Education	2053--Excel Academy Charter School - Warner
	4/3/2025	1HVP-DNMQ-79VV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	210.27	Chromebook Chargers	915--Technology	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006353	##	128.88	Chromebook Chargers	915--Technology	2073--Excel Academy Charter School - Helendale
	#########	1CCM-Y1MX-RW6X	1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materia	EFT	20136006353	##	10.61		907--Special Education	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4350--Other Supplies - Materia	EFT	20136006353	##	17.30		907--Special Education	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610595959	6453--B Rauhty Baseball and Softball	5880--Instructional Vendors &	EFT	20136006364	1,572.00	1,572.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599491	2298--Riverside Aquatics Association	5880--Instructional Vendors &	EFT	20136006394	1,529.00	1,529.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596947	6382--Mathnasium of Bixby Knolls	5880--Instructional Vendors &	EFT	20136006410	1,319.00	1,319.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599503	1412--South Coast Conservatory	5880--Instructional Vendors &	EFT	20136006362	1,317.00	1,317.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596961	3308--My Learning Studio	5880--Instructional Vendors &	EFT	20136006378	1,316.50	885.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			3308--My Learning Studio	5880--Instructional Vendors &	EFT	20136006378	1,316.50	431.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599470	v3093--One Jiu Jitsu and Fitness	5880--Instructional Vendors &	EFT	20136006388	1,171.00	1,171.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599529	5875--Valley Wide Elite Gymnastics	5880--Instructional Vendors &	EFT	20136006411	1,161.80	1,161.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599466	6512--Oasis Aquatics Swim LLC	5880--Instructional Vendors &	EFT	20136006404	1,100.00	1,100.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599526	2101--Urban Workshop	5880--Instructional Vendors &	EFT	20136006373	1,045.00	245.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2101--Urban Workshop	5880--Instructional Vendors &	EFT	20136006373	1,045.00	800.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596928	6717--Konversion Fit	5880--Instructional Vendors &	EFT	20136006421	1,000.00	1,000.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599490	6051--Riffs Music	5880--Instructional Vendors &	EFT	20136006377	980.00	980.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599489	6202--Reign Equine Riding	5880--Instructional Vendors &	EFT	20136006417	960.00	640.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6202--Reign Equine Riding	5880--Instructional Vendors &	EFT	20136006417	960.00	320.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	5/1/2025	B-2610596608	v3054--Ascent Institute for Youth Skills Dev	5880--Instructional Vendors &	EFT	20136006395	5,812.71	1,916.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			v3054--Ascent Institute for Youth Skills Dev	5880--Instructional Vendors &	EFT	20136006395	5,812.71	3,896.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	1298026	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	373.12		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297949	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	153.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297966	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	29.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297961	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	272.57		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297931	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006383	4,028.42	59.44		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297971	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	60.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1301343	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	388.28		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297946	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	86.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297964	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	64.32		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1308789	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	50.01		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1304249	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	72.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297939	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	49.52		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1298034	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	179.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297941	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	101.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1311408	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	18.22		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1298036	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	106.61		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297934	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	26.23		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297937	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	101.23		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297932	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006383	4,028.42	107.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1311406	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	16.06		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297929	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	67.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297952	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	57.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1298186	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	106.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297944	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	59.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1298002	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	134.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297969	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006383	4,028.42	97.37		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297942	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	127.73		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297956	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	182.11		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1304402	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	17.47		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1298046	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	148.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1298128	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	141.16		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1298004	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	15.58		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297935	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006383	4,028.42	111.09		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297936	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006383	4,028.42	107.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297928	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	48.60		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1297938	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	26.54		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1297951	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	188.97		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1298035	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006383	4,028.42	71.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	5/1/2025	B-2610596607	6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136006424	4,706.00	3,986.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136006424	4,706.00	720.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599460	3005--New California Conservatory of Music	5880--Instructional Vendors &	EFT	20136006418	3,700.00	320.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			3005--New California Conservatory of Music	5880--Instructional Vendors &	EFT	20136006418	3,700.00	3,380.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610599508	5473--STEAM Academy	5880--Instructional Vendors &	EFT	20136006425	3,287.11	3,287.11		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596606	2022--A Plus In Home Tutors, Inc. dba First	5880--Instructional Vendors &	EFT	20136006422	3,040.00	3,040.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596941	6625--Life Prep Athletic Academy	5880--Instructional Vendors &	EFT	20136006396	2,400.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6625--Life Prep Athletic Academy	5880--Instructional Vendors &	EFT	20136006396	2,400.00	1,900.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	4/4/2025	1QR1-3FK9-DWWV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	32.87		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	14W9-3LVM-JVTN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	4.35		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1R7V-PH3W-DNRM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	3.09		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1QR1-3FK9-FKRG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	17.01		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	16H9-TY6N-1MYV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	469.84		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	13NM-79LR-4PMN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	114.27		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1RVM-C3CD-CFPH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	21.64		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1KRL-PVH7-CYG1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	72.11		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1D6Q-4R1X-KXLX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	174.08		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1G4L-HLHD-L1VM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	10.82		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1PHY-HV3F-DR7T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	15.05		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1N3J-6HF3-G4R4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	33.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	199N-99XH-G3RK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	33.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1L6W-R1QY-FQVD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	36.02		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1MFW-3X9M-69VQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	41.07		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1L6W-R1QY-G6RY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	14.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1L6W-R1QY-6FYV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	24.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1MFW-3X9M-FDV9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	75.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1T9K-T449-C63K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	132.94		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1RVM-C3CD-CNVT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	184.87		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1R79-V469-FFTV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	77.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1PHY-HV3F-LH1X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	10.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1R7V-PH3W-7L93	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006427	1,889.13	289.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610596831	2047--Jennifer Walton	5880--Instructional Vendors &	EFT	20136006359	1,840.00	1,840.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599477	5881--Peace Love & Dance, LLC	5880--Instructional Vendors &	EFT	20136006414	1,770.50	1,770.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/13/2025	#########	B-2610596825	1971--Abby Zabby LLC DBA Home School C	5880--Instructional Vendors &	EFT	20136006382	1,700.00	1,700.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/13/2025	#########	B-2610599469	v3076--On Pointe Productions LLC	5880--Instructional Vendors &	EFT	20136006370	1,683.00	1,418.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3076--On Pointe Productions LLC	5880--Instructional Vendors &	EFT	20136006370	1,683.00	265.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	5795-051925	5795--BRMS - FSA	9516--Voluntary FSA	EFT		705.00	267.90	Wendy Pendergraft	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5795--BRMS - FSA	9516--Voluntary FSA	EFT		705.00	437.10	Wendy Pendergraft	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610601724	6339--Brandy Caler	5880--Instructional Vendors &	EFT	20136006494	177.00	112.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6339--Brandy Caler	5880--Instructional Vendors &	EFT	20136006494	177.00	65.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610601752	6448--El Dorado School Of Music LLC	5880--Instructional Vendors &	EFT	20136006474	165.00	165.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610601851	3142--Melinda J. Beebe	5880--Instructional Vendors &	EFT	104248	165.00	165.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610600110	6475--Alexis Larsen Learning Lighthouse	5880--Instructional Vendors &	EFT	104195	157.50	157.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601741	1110--Claremont Chefs Academy	5880--Instructional Vendors &	EFT	104201	150.00	150.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601751	3250--Edward V. West	5880--Instructional Vendors &	EFT	20136006473	142.50	142.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599531	6642--Village Education Centers LLC	5880--Instructional Vendors &	EFT	104210	138.00	138.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599538	4129--Write on Webb	5880--Instructional Vendors &	EFT	104250	132.00	132.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601730	5648--CA Training Facility	5880--Instructional Vendors &	EFT	20136006449	125.00	125.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610600167	6476--Clark Performance	5880--Instructional Vendors &	EFT	20136006471	120.00	120.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	4/7/2025	INVISI1113	1350--DriversEd.Com	4100--Textbooks & Core Curricu	EFT	104225	117.39	53.82		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	INVISI1116	1350--DriversEd.Com	4100--Textbooks & Core Curricu	EFT	104225	117.39	63.57		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601744	1403--Creative Learning Place Inc	5880--Instructional Vendors &	EFT	20136006466	113.33	113.33		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610600113	5828--Amazing Athletes of Inland Empire	5880--Instructional Vendors &	EFT	20136006436	111.60	55.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5828--Amazing Athletes of Inland Empire	5880--Instructional Vendors &	EFT	20136006436	111.60	55.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610601777	5971--Homeschool Enrichment Services	5880--Instructional Vendors &	EFT	104254	108.00	108.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601758	6725--FitSports Kinetics	5880--Instructional Vendors &	EFT	104205	100.00	100.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	US-2025-00299952	5899--Lulu Press, Inc.	4310--Materials & Supplies	EFT	104190	90.37	15.14		908--Intervention/Title I	2053--Excel Academy Charter School - Warner
	#########	US-2025-00300054	5899--Lulu Press, Inc.	4310--Materials & Supplies	EFT	104190	90.37	15.01		908--Intervention/Title I	2073--Excel Academy Charter School - Helendale
	#########	US-2025-00300090	5899--Lulu Press, Inc.	4310--Materials & Supplies	EFT	104190	90.37	15.19		908--Intervention/Title I	2053--Excel Academy Charter School - Warner
	#########	US-2025-00300096	5899--Lulu Press, Inc.	4310--Materials & Supplies	EFT	104190	90.37	15.01		908--Intervention/Title I	2053--Excel Academy Charter School - Warner
	#########	US-2025-00310787	5899--Lulu Press, Inc.	4310--Materials & Supplies	EFT	104190	90.37	15.01		908--Intervention/Title I	2053--Excel Academy Charter School - Warner
	#########	US-2025-00300074	5899--Lulu Press, Inc.	4310--Materials & Supplies	EFT	104190	90.37	15.01		908--Intervention/Title I	2053--Excel Academy Charter School - Warner

5/19/2025	5/8/2025	B-2610601779	5686--Huntington Learning Center	5880--Instructional Vendors &	EFT	20136006441	90.00	90.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	B-2610601754	6639--Expressions Dance & Movement LLC	5880--Instructional Vendors &	EFT	20136006491	87.00	87.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610601903	2507--Protege Education	5880--Instructional Vendors &	EFT	20136006450	84.00	84.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/6/2025	B-2610601826	6624--Kidokinetics San Diego	5880--Instructional Vendors &	EFT	20136006452	75.00	75.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610601828	6630--Kids Broadcasting Academy	5880--Instructional Vendors &	EFT	104179	75.00	75.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610600171	6266--Create OC Art Studio	5880--Instructional Vendors &	EFT	104185	72.00	72.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/3/2025	B-2610601906	2147--Rebecca Scott	5880--Instructional Vendors &	EFT	20136006458	60.00	60.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	2171046	6033--Jones School Supply Inc.	4310--Materials & Supplies	EFT	104286	55.00	34.10	Graduation Medals	917--Secondary Education	2053--Excel Academy Charter School - Warner
			6033--Jones School Supply Inc.	4310--Materials & Supplies	EFT	104286	55.00	20.90	Graduation Medals	917--Secondary Education	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610601892	6152--Pakua, LLC	5880--Instructional Vendors &	EFT	104243	39.00	39.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610600183	5699--Elite Dance Academy of Orange Coun	5880--Instructional Vendors &	EFT	104271	300.00	300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601853	5468--Michelle's Keys Piano Studio	5880--Instructional Vendors &	EFT	104244	300.00	300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610601947	1761--We Spark Learning	5880--Instructional Vendors &	EFT	104203	288.00	288.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/6/2025	B-2610601914	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	EFT	104274	288.00	288.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610601841	6722--Lighthouse Sports Center LLC	5880--Instructional Vendors &	EFT	104269	283.00	283.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601746	v3012--Do Re Michelle Music School	5880--Instructional Vendors &	EFT	20136006487	280.00	280.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610600115	V3170--APlus Tutoring Inc.	5880--Instructional Vendors &	EFT	104183	280.00	280.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/3/2025	B-2610601825	1419--Kick It Up Kidz LLC	5880--Instructional Vendors &	EFT	20136006462	276.41	276.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	6DF038CF-0021	6168--My ZOO Box	4310--Materials & Supplies	EFT	104236	255.60	127.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	6DF038CF-0022	6168--My ZOO Box	4310--Materials & Supplies	EFT	104236	255.60	127.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610600135	5518--Averyboo Arts	5880--Instructional Vendors &	EFT	104277	250.00	250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610600166	6482--Champion Rhythmics	5880--Instructional Vendors &	EFT	104234	250.00	250.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601921	5948--South Shore Jiu Jitsu LLC	5880--Instructional Vendors &	EFT	104212	250.00	250.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610601873	5943--MYTEK Lab, Inc.	5880--Instructional Vendors &	EFT	20136006465	249.00	249.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601846	5876--Lucy Conway	5880--Instructional Vendors &	EFT	104276	243.34	243.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	52959326RI	2345--Carolina Biological Supply Company	4310--Materials & Supplies	EFT	104263	240.82	240.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599530	2959--Victory Tae Kwon Do USA	5880--Instructional Vendors &	EFT	20136006513	240.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/7/2025	B-2610600181	6135--Drawn2Art Sherman Oaks	5880--Instructional Vendors &	EFT	104279	240.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610601880	6690--Nova Dance Company LLC	5880--Instructional Vendors &	EFT	104287	240.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601716	v3089--B & B Music School	5880--Instructional Vendors &	EFT	104224	240.00	240.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610601814	6117--UNITED SELF DEFENSE STUDIOS -Mi	5880--Instructional Vendors &	EFT	104194	235.00	235.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/3/2025	B-2610601882	3101--OC All-Stars Cheer & Dance, Inc.	5880--Instructional Vendors &	EFT	20136006468	234.00	234.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	300103613	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	104222	229.27	93.94		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	300099755	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	104222	229.27	10.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	300097443	5395--TeachersPayTeachers	4310--Materials & Supplies	EFT	104222	229.27	10.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	300098922	5395--TeachersPayTeachers	4310--Materials & Supplies	EFT	104222	229.27	115.33		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610600107	2724--Holly A Noble	5880--Instructional Vendors &	EFT	104229	225.00	225.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601722	6673--Brandon Rashtian Music	5880--Instructional Vendors &	EFT	20136006438	200.00	200.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610601876	6110--Nancy's Spanish Creative	5880--Instructional Vendors &	EFT	104206	200.00	200.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	B-2610599534	5763--West Coast Krav Maga Murrieta	5880--Instructional Vendors &	EFT	104193	199.00	199.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/9/2025	B-2610601919	3025--IncludEDucation	5880--Instructional Vendors &	EFT	20136006460	195.00	195.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601733	2335--Caique Gracie Brazilian Jiu-Jitsu	5880--Instructional Vendors &	EFT	20136006475	195.00	195.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601736	6122--Christina O'Herin	5880--Instructional Vendors &	EFT	20136006456	180.00	180.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610599540	6581--Young Brother Big City	5880--Instructional Vendors &	EFT	20136006446	178.75	178.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601780	6689--I Learn at Homeschool	5880--Instructional Vendors &	EFT	104237	500.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610601920	3365--South Coast Repertory, Inc	5880--Instructional Vendors &	EFT	104284	497.50	497.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599533	2202--Watersafe Swim School Inc.	5880--Instructional Vendors &	EFT	20136006486	490.00	265.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2202--Watersafe Swim School Inc.	5880--Instructional Vendors &	EFT	20136006486	490.00	225.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610601847	5586--Master Jin's Sky Martial Arts	5880--Instructional Vendors &	EFT	104218	480.00	480.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610600162	2609--Candi Chavez	5880--Instructional Vendors &	EFT	104186	480.00	480.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/9/2025	B-2610601928	1945--Sylvan Learning Venter of Mission Vi	5880--Instructional Vendors &	EFT	104240	479.00	479.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601727	6118--Bridges Equestrian, Inc.	5880--Instructional Vendors &	EFT	104209	450.00	250.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6118--Bridges Equestrian, Inc.	5880--Instructional Vendors &	EFT	104209	450.00	200.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610601871	6708--Musyca Children's Choir	5880--Instructional Vendors &	EFT	104262	450.00	450.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/7/2025	B-2610601701	6597--Arts Development School of Music	5880--Instructional Vendors &	EFT	20136006478	448.75	205.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/7/2025	B-2610600128	6597--Arts Development School of Music	5880--Instructional Vendors &	EFT	20136006478	448.75	243.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	3819	6356--Kumon Math and Reading Center of 1	5880--Instructional Vendors &	EFT	104199	440.00	440.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610601877	2877--Nataly Jewel	5880--Instructional Vendors &	EFT	20136006485	432.50	432.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600170	2964--Corona Inline	5880--Instructional Vendors &	EFT	20136006435	405.00	405.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/6/2025	B-2610601761	6111--Freedom in Motion Loma Linda	5880--Instructional Vendors &	EFT	20136006500	400.00	190.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6111--Freedom in Motion Loma Linda	5880--Instructional Vendors &	EFT	20136006500	400.00	210.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601901	5560--Power of One - Lakewood	5880--Instructional Vendors &	EFT	20136006440	398.00	398.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601684	5808--A Creative Learner	5880--Instructional Vendors &	EFT	20136006497	395.00	395.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600152	v3140--Cadenza Music Academy	5880--Instructional Vendors &	EFT	104208	380.00	380.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610601840	6278--Learn Beyond the Book LLC	5880--Instructional Vendors &	EFT	104272	375.00	375.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	B-2610601868	6133--Murphy Language Arts LLC	5880--Instructional Vendors &	EFT	104233	368.00	368.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610600106	3084--123 Rock School of Music	5880--Instructional Vendors &	EFT	104261	360.00	360.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610601830	5997--Kids Gardening Center	5880--Instructional Vendors &	EFT	104294	358.80	179.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5997--Kids Gardening Center	5880--Instructional Vendors &	EFT	104294	358.80	179.40		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610601918	1551--Sierra Madre Dance Center	5880--Instructional Vendors &	EFT	104245	358.00	358.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601699	6726--Apple & Honey Film Corp	5880--Instructional Vendors &	EFT	20136006457	350.00	350.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610601889	1500--Optimus Learning School	5880--Instructional Vendors &	EFT	20136006507	350.00	350.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/4/2025	B-2610600168	4142--Code Ninjas Ladera Ranch	5880--Instructional Vendors &	EFT	104247	339.00	339.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601796	6490--Jana's Tutoring	5880--Instructional Vendors &	EFT	20136006442	337.00	337.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601890	6737--Opus Music School	5880--Instructional Vendors &	EFT	20136006492	330.00	330.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610601832	4107--Kim's Korean Class	5880--Instructional Vendors &	EFT	20136006447	325.00	205.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4107--Kim's Korean Class	5880--Instructional Vendors &	EFT	20136006447	325.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610600111	6485--Alkawthar Learning Center	5880--Instructional Vendors &	EFT	104184	320.00	320.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/3/2025	B-2610601782	6318--Inspyr Arts Education LLC	5880--Instructional Vendors &	EFT	104182	310.00	155.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6318--Inspyr Arts Education LLC	5880--Instructional Vendors &	EFT	104182	310.00	155.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/7/2025	B-2610601911	2107--Rockstars of Tomorrow, Inc - Norco	5880--Instructional Vendors &	EFT	104197	310.00	310.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610601845	6171--Lucky Duck Swim School	5880--Instructional Vendors &	EFT	104188	816.00	816.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/4/2025	B-2610601781	6444--Illuminway Educational Services	5880--Instructional Vendors &	EFT	20136006508	810.00	810.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	4/1/2025	6177	5556--Small Talk OC	5100--SpEd Consultants and Ven	EFT	104251	810.00	810.00	Speech Services April 25	907--Special Education	2053--Excel Academy Charter School - Warner
5/19/2025	5/9/2025	B-2610601798	6617--JFI Learning Center	5880--Instructional Vendors &	EFT	20136006448	787.00	327.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6617--JFI Learning Center	5880--Instructional Vendors &	EFT	20136006448	787.00	460.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610601855	6688--Mom's Little Scholars LLC	5880--Instructional Vendors &	EFT	104178	767.50	767.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610600126	3052--Art Steps, Inc. Laguna Hills	5880--Instructional Vendors &	EFT	104221	767.00	767.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600125	3015--Art Steps, Inc. Costa Mesa	5880--Instructional Vendors &	EFT	104202	767.00	767.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/3/2025	B-2610600193	4174--FortePiano Music School	5880--Instructional Vendors &	EFT	20136006504	765.00	765.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610601900	1648--Portal Languages Fullerton LLC	5880--Instructional Vendors &	EFT	104268	720.00	720.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610601818	3301--Karen J Smith	5880--Instructional Vendors &	EFT	20136006461	705.00	705.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601822	5574--Kelly Saldivar Performance Horses	5880--Instructional Vendors &	EFT	20136006469	700.00	350.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5574--Kelly Saldivar Performance Horses	5880--Instructional Vendors &	EFT	20136006469	700.00	350.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601753	6007--EuroGymnastics, Inc	5880--Instructional Vendors &	EFT	104200	695.00	695.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	665039	1179--Home Science Tools	4310--Materials & Supplies	EFT	104211	681.71	28.89		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	665160	1179--Home Science Tools	4310--Materials & Supplies	EFT	104211	681.71	250.26		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	664556	1179--Home Science Tools	4310--Materials & Supplies	EFT	104211	681.71	284.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	661721	1179--Home Science Tools	4310--Materials & Supplies	EFT	104211	681.71	117.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601849	6384--Mathnasium of Huntington Beach	5880--Instructional Vendors &	EFT	20136006489	674.00	674.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601869	3401--Christina Choate	5880--Instructional Vendors &	EFT	20136006439	660.00	660.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600182	2269--Dunamix Dance Project, Inc	5880--Instructional Vendors &	EFT	20136006499	660.00	660.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599532	2127--Waterfront Education	5880--Instructional Vendors &	EFT	20136006502	652.50	652.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

5/19/2025	5/1/2025	B-2610601794	1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors &	EFT	20136006479	645.00	220.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors &	EFT	20136006479	645.00	425.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601804	1954--Joyful Music and Arts	5880--Instructional Vendors &	EFT	20136006512	637.50	637.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610600108	6185--Adage Dance Center LLC	5880--Instructional Vendors &	EFT	104239	623.05	623.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/7/2025	B-2610601766	6567--Gracie Humaita Hemet	5880--Instructional Vendors &	EFT	104281	620.00	620.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/4/2025	B-2610601867	6507--Mountain City Music Company	5880--Instructional Vendors &	EFT	20136006455	600.00	600.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610600150	4101--Yvonne Dill Cruz	5880--Instructional Vendors &	EFT	104246	585.00	405.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4101--Yvonne Dill Cruz	5880--Instructional Vendors &	EFT	104246	585.00	180.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/9/2025	B-2610601898	6319--Peter Brown Piano Studio	5880--Instructional Vendors &	EFT	104273	560.00	560.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610600172	6543--Dancing Images Dance Center, Inc.	5880--Instructional Vendors &	EFT	104230	550.00	550.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610601897	v3032--Peace Hill Classical Co-op LLC	5880--Instructional Vendors &	EFT	104232	542.50	317.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3032--Peace Hill Classical Co-op LLC	5880--Instructional Vendors &	EFT	104232	542.50	225.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610600178	2506--Drawn2Art Claremont Inc.	5880--Instructional Vendors &	EFT	104191	536.00	536.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/7/2025	B-2610600138	6313--Barnyard Buddies LLC	5880--Instructional Vendors &	EFT	104282	525.00	525.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601742	2361--Foothill Creative Arts Group	5880--Instructional Vendors &	EFT	104217	516.00	516.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610601848	12580--Mathnasium of Woodbridge	5880--Instructional Vendors &	EFT	104290	500.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610600154	6681--Cal Heights Music	5880--Instructional Vendors &	EFT	104189	1,204.00	1,204.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601922	5487--Southland Ballet Academy	5880--Instructional Vendors &	EFT	104223	1,190.00	1,190.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600124	1849--Art Steps, Inc Yorba Linda	5880--Instructional Vendors &	EFT	104256	1,182.00	1,182.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599525	1001--Universal Martial Arts Center	5880--Instructional Vendors &	EFT	20136006509	1,180.00	1,035.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1001--Universal Martial Arts Center	5880--Instructional Vendors &	EFT	20136006509	1,180.00	145.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610600157	1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	104181	1,177.50	657.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	104181	1,177.50	520.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610601879	6525--Next Level Hockey	5880--Instructional Vendors &	EFT	104270	1,149.00	1,149.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/9/2025	B-2610601786	3081--Daniel Alarco, Jr.	5880--Instructional Vendors &	EFT	20136006437	1,125.00	1,125.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601891	6285--Ovation School for the Performing Ar	5880--Instructional Vendors &	EFT	104228	1,125.00	675.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6285--Ovation School for the Performing Ar	5880--Instructional Vendors &	EFT	104228	1,125.00	450.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/3/2025	B-2610600116	6046--Art and Design Studio	5880--Instructional Vendors &	EFT	104275	1,115.00	1,115.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610600147	5829--Broadway Gymnastics School	5880--Instructional Vendors &	EFT	20136006464	1,110.00	1,110.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601776	1971--Abby Zabby LLC DBA Home School C	5880--Instructional Vendors &	EFT	20136006467	1,095.00	675.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1971--Abby Zabby LLC DBA Home School C	5880--Instructional Vendors &	EFT	20136006467	1,095.00	420.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601772	2177--Greenwave Surf Inc	5880--Instructional Vendors &	EFT	20136006510	1,090.00	1,090.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/9/2025	B-2610601719	4103--Beth Gillis	5880--Instructional Vendors &	EFT	104265	1,067.00	1,067.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610601854	2244--Miss Crady the Math Lady	5880--Instructional Vendors &	EFT	20136006490	1,065.75	276.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2244--Miss Crady the Math Lady	5880--Instructional Vendors &	EFT	20136006490	1,065.75	789.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601760	6108--Freedom in Motion, Riverside	5880--Instructional Vendors &	EFT	20136006511	1,056.00	1,056.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	1311409	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006488	1,036.12	22.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/9/2025	1222268	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006488	1,036.12	169.58		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1316959	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006488	1,036.12	485.39		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1316956	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006488	1,036.12	45.78		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1321991	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006488	1,036.12	32.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1292486	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006488	1,036.12	75.39		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006488	1,036.12	82.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1321995	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006488	1,036.12	25.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1316957	1201--Rainbow Resource Center, Inc	4100--Textbooks & Core Curricu	EFT	20136006488	1,036.12	96.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610601907	5575--Red Dragon Karate	5880--Instructional Vendors &	EFT	104180	1,036.00	399.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5575--Red Dragon Karate	5880--Instructional Vendors &	EFT	104180	1,036.00	637.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610600112	2577--Amanda Leigh Holiday	5880--Instructional Vendors &	EFT	20136006501	1,023.75	948.75		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2577--Amanda Leigh Holiday	5880--Instructional Vendors &	EFT	20136006501	1,023.75	75.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	77055	5353--Partners in Special Education	5100--SpEd Consultants and Ven	EFT	104259	1,020.00	720.00	APE Services March 25	907--Special Education	2053--Excel Academy Charter School - Warner
			5353--Partners in Special Education	5100--SpEd Consultants and Ven	EFT	104259	1,020.00	300.00	APE Services March 25	907--Special Education	2073--Excel Academy Charter School - Helendale
5/19/2025	5/6/2025	B-2610601902	1902--Precision Gymnastics	5880--Instructional Vendors &	EFT	104291	1,015.00	1,015.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610601763	1414--Fun with Horses	5880--Instructional Vendors &	EFT	20136006505	970.00	250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1414--Fun with Horses	5880--Instructional Vendors &	EFT	20136006505	970.00	720.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600176	2623--Dexter Creative	5880--Instructional Vendors &	EFT	104260	944.00	944.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601933	6740--The AFA Studio LLC	5880--Instructional Vendors &	EFT	20136006493	943.00	943.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610600187	1854--Firestorm Freerunning Ultra LLC	5880--Instructional Vendors &	EFT	104292	930.00	480.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1854--Firestorm Freerunning Ultra LLC	5880--Instructional Vendors &	EFT	104292	930.00	450.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	EX2025.02	5400--Therapy in Action	5100--SpEd Consultants and Ven	EFT	104295	920.00	460.00	OT Services Feb 25	907--Special Education	2073--Excel Academy Charter School - Helendale
	#########	EX2025.03	5400--Therapy in Action	5100--SpEd Consultants and Ven	EFT	104295	920.00	460.00	OT Services Mar. 24	907--Special Education	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601765	5746--Gracie Barra Garden Grove	5880--Instructional Vendors &	EFT	104266	915.15	285.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5746--Gracie Barra Garden Grove	5880--Instructional Vendors &	EFT	104266	915.15	630.15		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/4/2025	B-2610601850	6241--Mathnasium of Riverside	5880--Instructional Vendors &	EFT	104177	897.00	897.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610601883	1377--Olympia Training Center	5880--Instructional Vendors &	EFT	20136006459	891.98	25.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1377--Olympia Training Center	5880--Instructional Vendors &	EFT	20136006459	891.98	866.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610601878	6542--New Breed Martial Arts	5880--Instructional Vendors &	EFT	20136006443	876.00	876.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	B-2610599535	5764--West Coast Krav Maga Wildomar, Inc	5880--Instructional Vendors &	EFT	104220	846.00	846.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600141	6312--Boaz Rhythm Center Inc	5880--Instructional Vendors &	EFT	20136006476	2,439.75	1,944.75		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6312--Boaz Rhythm Center Inc	5880--Instructional Vendors &	EFT	20136006476	2,439.75	495.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601755	6157--Farm School OC	5880--Instructional Vendors &	EFT	104285	2,307.50	1,237.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/7/2025	B-2610600185	6157--Farm School OC	5880--Instructional Vendors &	EFT	104285	2,307.50	1,070.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/8/2025	B-2610601685	3082--AlSaidah Academy	5880--Instructional Vendors &	EFT	20136006484	2,300.00	2,300.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610601915	6360--Safe Swim Academy	5880--Instructional Vendors &	EFT	104264	2,195.00	2,195.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601819	v3080--Kaser Arts	5880--Instructional Vendors &	EFT	104192	2,166.37	2,008.37		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3080--Kaser Arts	5880--Instructional Vendors &	EFT	104192	2,166.37	158.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/4/2025	B-2610600139	v3149--Blackbelt Collective Krav Maga LLC	5880--Instructional Vendors &	EFT	104176	2,087.00	2,087.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610600191	5936--Flow Academy Jiu Jitsu	5880--Instructional Vendors &	EFT	20136006434	2,030.00	2,030.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601774	2383--Guitar Ninjas	5880--Instructional Vendors &	EFT	104253	1,938.00	300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2383--Guitar Ninjas	5880--Instructional Vendors &	EFT	104253	1,938.00	1,638.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610601872	3308--My Learning Studio	5880--Instructional Vendors &	EFT	20136006433	1,878.20	260.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			3308--My Learning Studio	5880--Instructional Vendors &	EFT	20136006433	1,878.20	1,618.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601893	v3083--Parnassus Preparatory Academy	5880--Instructional Vendors &	EFT	20136006477	1,850.00	1,850.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/7/2025	B-2610601935	5682--The Art House	5880--Instructional Vendors &	EFT	104242	1,770.42	970.42		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5682--The Art House	5880--Instructional Vendors &	EFT	104242	1,770.42	800.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	248346	5950--CASBO	9330--Prepaid Expenses	EFT	104257	1,750.00	1,155.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5950--CASBO	9330--Prepaid Expenses	EFT	104257	1,750.00	595.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610600189	5561--Firestorm Freerunning - Galaxy LLC	5880--Instructional Vendors &	EFT	20136006453	1,695.00	1,445.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5561--Firestorm Freerunning - Galaxy LLC	5880--Instructional Vendors &	EFT	20136006453	1,695.00	250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/7/2025	B-2610600109	v3056--Al-Burooj Academy	5880--Instructional Vendors &	EFT	20136006454	1,683.45	1,683.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610600132	6570--Atos Jiu-Jitsu Beaumont	5880--Instructional Vendors &	EFT	104198	1,657.50	1,657.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610601899	6094--POM Tutors	5880--Instructional Vendors &	EFT	104215	1,643.25	1,643.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601759	6355--Freedom in Motion Gym Murrieta	5880--Instructional Vendors &	EFT	20136006506	1,590.16	1,590.16		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610601912	v3084--Rockstars of Tomorrow Riverside	5880--Instructional Vendors &	EFT	104288	1,539.50	1,212.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3084--Rockstars of Tomorrow Riverside	5880--Instructional Vendors &	EFT	104288	1,539.50	327.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601910	3310--Rockside Music Inc	5880--Instructional Vendors &	EFT	20136006483	1,510.04	1,510.04		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610601843	5535--Little Surf Co.	5880--Instructional Vendors &	EFT	20136006495	1,403.49	1,063.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5535--Little Surf Co.	5880--Instructional Vendors &	EFT	20136006495	1,403.49	340.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	B-2610601757	5822--Felton Ninja Academy	5880--Instructional Vendors &	EFT	104241	1,386.21	1,386.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	90681180	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104235	1,325.65	11.04		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	90595126	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104235	1,325.65	764.02		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	90641125	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104235	1,325.65	16.21		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	90600090	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104235	1,325.65	73.63		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	90600096	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104235	1,325.65	9.93		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	90600092	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104235	1,325.65	450.82		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/5/2025	B-2610601820	1052--Kathleen Elliott	5880--Instructional Vendors &	EFT	104219	1,320.00	1,080.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1052--Kathleen Elliott	5880--Instructional Vendors &	EFT	104219	1,320.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610601866	1550--Monica D Basurto	5880--Instructional Vendors &	EFT	104187	1,305.00	1,305.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/3/2025	B-2610600173	2232--Deborah Delfs	5880--Instructional Vendors &	EFT	20136006472	1,284.00	1,284.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610601812	6116--UNITED SELF DEFENSE STUDIOS -Fo	5880--Instructional Vendors &	EFT	104289	1,270.00	1,270.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/3/2025	B-2610601764	2174--Gracie Barra Corona	5880--Instructional Vendors &	EFT	104231	1,268.00	1,268.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600163	6515--Chamber Music OC	5880--Instructional Vendors &	EFT	20136006481	1,237.50	1,237.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610600117	1994--Art 4 Kids and Teens	5880--Instructional Vendors &	EFT	104267	1,232.00	1,232.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610600184	2956--Evolution Swim Academy Mission Vie	5880--Instructional Vendors &	EFT	20136006503	1,223.00	1,223.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	SINV-230641	6053--Sage Intacct, Inc.	9330--Prepaid Expenses	EFT	20136006431	##	29,869.74		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			6053--Sage Intacct, Inc.	9330--Prepaid Expenses	EFT	20136006431	##	18,307.26		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	2025-12816	5947--Care Solace, Inc.	9330--Prepaid Expenses	EFT	20136006482	8,300.00	3,154.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5947--Care Solace, Inc.	9330--Prepaid Expenses	EFT	20136006482	8,300.00	5,146.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner

5/19/2025	#########	2024-27062	5759--BoardOnTrack, Inc.	9330--Prepaid Expenses	EFT	20136006463	6,495.00	4,026.90		900--Operations	2053--Excel Academy Charter School - Warner
			5759--BoardOnTrack, Inc.	9330--Prepaid Expenses	EFT	20136006463	6,495.00	2,468.10		900--Operations	2073--Excel Academy Charter School - Helendale
5/19/2025	4/2/2025	INV5527555	6187--Renaissance	4101--Textbooks & Core Curricu	EFT	20136006480	6,450.00	3,999.00	Digital Learning for TOR's	918--Virtual Education	2053--Excel Academy Charter School - Warner
			6187--Renaissance	4101--Textbooks & Core Curricu	EFT	20136006480	6,450.00	2,451.00	Digital Learning for TOR's	918--Virtual Education	2073--Excel Academy Charter School - Helendale
5/19/2025	5/6/2025	16987	5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104227	6,283.50	1,540.70		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104227	6,283.50	944.30		912--Administration/Office	2073--Excel Academy Charter School - Helendale
	5/6/2025	16984	5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104227	6,283.50	427.50		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104227	6,283.50	697.50		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/6/2025	17047	5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104227	6,283.50	1,015.93		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104227	6,283.50	1,657.57		912--Administration/Office	2053--Excel Academy Charter School - Warner
5/19/2025	5/7/2025	B-2610601806	2337--Wildcats Hockey	5880--Instructional Vendors &	EFT	104258	5,981.33	1,690.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2337--Wildcats Hockey	5880--Instructional Vendors &	EFT	104258	5,981.33	4,291.33		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600119	6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136006444	5,261.50	3,891.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136006444	5,261.50	1,370.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	B-2610601811	v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	20136006496	4,688.02	2,649.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	20136006496	4,688.02	2,039.02		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/2/2025	B-2610601800	3278--Joobilo, LLC	5880--Instructional Vendors &	EFT	104214	4,591.50	1,292.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			3278--Joobilo, LLC	5880--Instructional Vendors &	EFT	104214	4,591.50	3,299.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/6/2025	B-2610601762	6142--Fullerton Family YMCA	5880--Instructional Vendors &	EFT	104249	4,319.67	2,027.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6142--Fullerton Family YMCA	5880--Instructional Vendors &	EFT	104249	4,319.67	2,292.67		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/1/2025	696457049	6015--Granite Telecommunications	5910--Telephone	EFT	104204	4,041.50	2,505.73		912--Administration/Office	2053--Excel Academy Charter School - Warner
			6015--Granite Telecommunications	5910--Telephone	EFT	104204	4,041.50	1,535.77		912--Administration/Office	2073--Excel Academy Charter School - Helendale
5/19/2025	#########	B-2610599536	1033--WM Music Lessons	5880--Instructional Vendors &	EFT	20136006498	3,997.03	1,825.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1033--WM Music Lessons	5880--Instructional Vendors &	EFT	20136006498	3,997.03	2,172.03		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/9/2025	B-2610601738	2749--Circle City School Enrichment Prograi	5880--Instructional Vendors &	EFT	104238	3,939.24	3,939.24		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610573190	1027--Science-2-U	5880--Instructional Vendors &	EFT	104175	3,176.08	2,557.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1027--Science-2-U	5880--Instructional Vendors &	EFT	104175	3,176.08	618.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601712	1876--ASTEME Learning Center	5880--Instructional Vendors &	EFT	104278	3,151.97	3,151.97		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/4/2025	B-2610601870	5557--Music Lessons with Jena	5880--Instructional Vendors &	EFT	104226	3,076.15	3,076.15		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	16950	5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104174	3,045.00	1,157.10		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	104174	3,045.00	1,887.90		912--Administration/Office	2053--Excel Academy Charter School - Warner
5/19/2025	5/1/2025	B-2610600195	4184--Free Society Academics	5880--Instructional Vendors &	EFT	20136006445	2,961.25	1,480.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4184--Free Society Academics	5880--Instructional Vendors &	EFT	20136006445	2,961.25	1,481.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599522	6680--Touch N Go Soccer Academy IE	5880--Instructional Vendors &	EFT	104252	2,850.00	2,850.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/3/2025	B-2610600175	5654--Denise Williams	5880--Instructional Vendors &	EFT	20136006470	2,749.00	465.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5654--Denise Williams	5880--Instructional Vendors &	EFT	20136006470	2,749.00	2,284.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	5/8/2025	B-2610601875	6141--N-Pac LLC	5880--Instructional Vendors &	EFT	104280	2,707.50	2,707.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	MB68253111	1151--Apple Inc	4310--Materials & Supplies	EFT	104196	2,640.63	437.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	MB68253110	1151--Apple Inc	4310--Materials & Supplies	EFT	104196	2,640.63	440.79		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	MB68248225	1151--Apple Inc	4310--Materials & Supplies	EFT	104196	2,640.63	440.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	MB68238138	1151--Apple Inc	4310--Materials & Supplies	EFT	104196	2,640.63	437.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	MB68246164	1151--Apple Inc	4310--Materials & Supplies	EFT	104196	2,640.63	443.26		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	MB68240503	1151--Apple Inc	4310--Materials & Supplies	EFT	104196	2,640.63	440.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/2/2025	B-2610600142	2806--Brain Builders STEM Education	5880--Instructional Vendors &	EFT	104255	2,637.40	2,637.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/4/2025	B-2610600114	6718--Anna Malkova	5880--Instructional Vendors &	EFT	104213	2,606.61	1,080.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6718--Anna Malkova	5880--Instructional Vendors &	EFT	104213	2,606.61	1,526.61		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	5/5/2025	B-2610600144	v3002--Breakthrough Sports LLC	5880--Instructional Vendors &	EFT	104293	2,496.00	2,496.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/19/2025	#########	B-2610599537	4121--Wm Tutoring Inc.	5880--Instructional Vendors &	EFT	20136006451	2,490.00	1,650.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4121--Wm Tutoring Inc.	5880--Instructional Vendors &	EFT	20136006451	2,490.00	840.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/19/2025	3/3/2025	6720-030325	6720--Francesca Lehman PsyD	5810--Legal	EFT	104207	2,000.00	760.00		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			6720--Francesca Lehman PsyD	5810--Legal	EFT	104207	2,000.00	1,240.00		912--Administration/Office	2053--Excel Academy Charter School - Warner
5/19/2025	#########	00002E01V5195	1649--UPS	5930--Postage	EFT	104216	44.84	27.80		912--Administration/Office	2053--Excel Academy Charter School - Warner
			1649--UPS	5930--Postage	EFT	104216	44.84	17.04		912--Administration/Office	2073--Excel Academy Charter School - Helendale
5/22/2025	4/5/2025	1C94-1NKF-L3FH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	57.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	173R-K4W7-D1X1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	36.06		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	194C-HG6G-7C1Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	152.73		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	17KD-KR3M-NP7R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	94.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	19PH-WG6T-FQDV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	198.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1JNN-P16G-GGXN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	153.61		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1MGV-XH1L-JVRQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	2.16		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1XT1-NDNN-PTXX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	199.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1WJT-MKKR-NKXC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	23.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1KR4-7QL3-KNKY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	13.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	11ZM-Y6H7-KJY4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	318.68		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	173R-K4W7-JH3K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	19.27		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	16GG-J61C-PXCP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	107.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1PHY-HV3F-1HY7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	285.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	14RF-NRGT-M9H9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	15.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1LH1-47FD-PNM6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	109.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1VHQ-GQ7N-FNDF	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	14.79		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	212.34		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1VL1-TMG7-146M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	481.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1VYD-JGDN-KMYV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	81.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	19PH-WG6T-9RWV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	29.24		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1G1X-PWPP-GCFV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	436.41		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1XJF-Y3VD-DYN1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	65.64		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1R7V-PH3W-KPC6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	288.74		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1WPT-KY3Y-FCW9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	442.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1F4J-7DVH-9NL6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	5.62		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1411-N7M1-7DNW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	251.04		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	199.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1D6Q-4RJX-MVCJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	107.31		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1TGK-RR4K-K74N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	10.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	16YL-HVKM-Q4R1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	124.96		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1JNN-P16G-Q63Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	28.26		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	17V7-69YG-K6TG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	117.21		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	19PH-WG6T-KCTW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	24.84		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1TGC-LV7C-K6P6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	32.22		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1RVM-C3CD-KKVG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	12.14		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	14WX-KD11-KX3V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	101.83		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1G77-PY1P-M46M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	21.74		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1D7W-KG6D-HY3P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	8.83		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1WX1-VNHH-JFXL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	15.97		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1PHY-HV3F-NQ11	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	8.81		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1TGK-RR4K-NHKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	80.19		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1QTC-H4TN-CT7N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	72.30		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	16YL-HVKM-GFTG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	54.45		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1TGK-RR4K-MP9Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	72.91		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1MFW-3X9M-NT9G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	101.03		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1TGK-RR4K-NM33	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	8.39		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	13G3-9139-KCPT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	8.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	11GR-QLDK-LCCL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	23.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1TKF-7JCC-PK3F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	76.36		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1WJT-MKKR-KNYD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	115.47		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1W6K-M6HW-	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	65.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1FDQ-Y67C-WQPV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	116.17		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	261.59		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1LH1-47FD-NDR9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	87.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1D6Q-4RJX-PVNK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	57.32		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1RQ1-XV1X-D1D1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	50.58		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1PHY-HV3F-PMN9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	211.61		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1DJH-YFL6-P7PX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	153.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1R79-V469-HXMK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	32.76		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	17KD-KR3M-KFXT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	13.12		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	17KD-KR3M-JHV1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	54.77		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	17Y7-93XQ-QND1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	5.92		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1XJF-Y3VD-JLKF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	52.88		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1V99-QL9W-D7WQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	227.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1RDD-XJ3V-CLY6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	118.55		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1RDD-XJ3V-QFM6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	44.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	14KK-RLTV-Q4CT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	118.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1H9Y-PXTF-H133	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	105.02		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	19G3-KNR4-KXQD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	109.87		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	68.46		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1QKX-74GH-KDTT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	9.26		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	13G3-9139-HN4V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	36.94		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1MGV-XH1L-KPVM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	294.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	19G3-KNR4-K3FY	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	21.46		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1WN3-R67V-J37P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	61.87		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1C94-1NKF-KQ3H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	109.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	16KN-9JCX-GJNH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	163.03		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1XT1-NDNN-P1YN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	53.47		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	13G3-9139-PWVK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	8.46		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1WX1-VNHH-KG7X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	14.66		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	17HV-DRF9-J9RD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	146.89		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1XT1-NDNN-JVPV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	101.66		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	66.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1KRL-PVH7-JKW1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	126.72		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	13G3-9139-NQYK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	86.15		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1G4L-HLHD-Q6JX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	15.51		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1D9R-R43Y-9TKN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	44.15		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1VP7-T91C-L3HL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	25.86		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1J4L-MKYK-K4KK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	5.96		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1CMQ-GK36-CCKM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	137.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1D6Q-4RJX-P66C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	87.28		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1X44-M6VR-MP6X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	36.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1W6K-M6HW-	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	310.16		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1GJ6-TKPN-R6LP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	13.91		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1TF9-7R1H-FVGM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	193.78		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1PHY-HV3F-KDK4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	369.65		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1TKF-7JCC-J3WL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	74.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1LH1-47FD-FHDP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	585.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1J4L-MKYK-JCXN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	25.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1LFL-XFGY-11FP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	41.90		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1PHY-HV3F-PFWY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	54.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1PFN-GRPQ-NFKT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	13.78		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	14WX-KD11-JTRN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	224.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1XJ4-LHQF-CC9M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	73.23		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1WN3-R67V-CQ3P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	107.72		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1WJT-MKKR-NWYT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	136.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1WN3-R67V-9VV1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	47.31		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1KR4-7QL3-FV17	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	118.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	13G3-9139-DLGM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	132.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1L6W-R1QY-Q1FC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	168.57		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1J4L-MKYK-NR3L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	123.60		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	11T6-KG3P-FWYM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	67.26		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	16KN-9JCX-JC9F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	242.19		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	16QH-T9FH-9V6M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	25.96		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	19MF-MQD6-6N6K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	48.81		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1W6K-M6HW-DD76	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	88.10		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1MFW-3X9M-KDP7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	71.81		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1XJF-Y3VD-PNDC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	62.96		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	19PH-WG6T-HXRK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	57.15		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1X3H-H1GH-KY6F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	18.48		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1VP7-T91C-MLMM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	42.72		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1RVM-C3CD-L376	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	65.63		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	16YL-HVKM-F3DT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	21.94		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1TKF-7JCC-PDFY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	21.76		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	14KK-RLTV-L6JP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	25.87		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1XJF-Y3VD-FLLK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	385.83		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1Y37-Q7PH-G9QY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	156.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1XFT-R9NG-DC73	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	144.29		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1VHQ-GQ7N-F3VT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	143.32		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1J4L-MKYK-K61K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	2.36		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	14KK-RLTV-KNFK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	11.31		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16NQ-RRJR-LJXJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	112.01		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1CMQ-GK36-CFC3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	76.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner



	4/9/2025	1D9R-R43Y-C661	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	35.96		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1T9K-T449-JFW7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	52.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1GJ6-TKPN-4KLP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	89.31		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	17KD-KR3M-HWL9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	15.94		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	13HP-TY1K-MXX1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	22.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1XJ4-LHQF-KV7L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	84.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1JNC-TVF9-MVFY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	202.33		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1H9Y-PXTF-JMYK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	24.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1T9K-T449-P1H1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	32.39		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1C94-1NKF-KT67	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	155.04		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1TKF-7JCC-PL49	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	68.57		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1QKX-74GH-PGGC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	205.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1L6W-R1QY-L4GH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	14.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1KRL-PVH7-JD9M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	6.39		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	14RF-NRGT-FLYD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	84.60		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1RDD-X13V-LL93	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	110.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1DMQ-WVVV-9KC9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	21.99		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1QTC-H4TN-LPKH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	189.70		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1XML-F9HP-9HQP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	124.55		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1WX4-QNRM-PQ9J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	2.04		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1RT6-WPTX-KP1T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	17.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1X1F-Y3VD-G4QL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	11.96		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1R7V-PH3W-NYVG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	10.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1V99-QL9W-94T6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	18.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1TGC-LV7C-KTYW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	73.02		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	17DG-X1LC-CL4H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	115.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1CGT-6CNY-11CK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	59.36		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1VYD-JGDN-JTXV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	14.53		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1CGT-6CNY-CDKN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	104.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1VHQ-GQ7N-M7V6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	42.69		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	1MV7-TFD9-MNCJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	40.41		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1K6X-XVW4-1M17	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	13.01		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	17KD-KR3M-PR6P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	136.11		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	63.10		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	11ZM-Y6H7-H46G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	35.32		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1VYD-JGDN-JL3W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	8.60		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	19MQ-17GL-MXXK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	121.44		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	199N-99XH-KMCQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	10.91		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1KRL-PVH7-P9YP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	37.36		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	19G3-KNR4-JQ17	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	15.58		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	16H3-1MT9-CNDW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	25.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	19PJ-3Q9Y-KY3Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	43.07		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1R79-V469-P7YY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	56.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	177W-NY3W-PY6V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	48.89		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1VMM-MMKX-1HQR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	7.52		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1CHK-NFKV-QKLV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	64.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1XJ4-LHQF-F3X7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	22.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1VP7-T91C-4TC4	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006432	##	22.37		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1D9R-R43Y-7LTG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	54.53		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	11ZM-Y6H7-K79X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	71.16		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1JNC-TVF9-DFJV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	33.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1TF9-7R1H-GV37	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	73.23		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	13G3-9139-NXYD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	172.60		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	1G4L-HLHD-PT7X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	6.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1WX1-VNHH-9YM4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	23.63		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	38.55		914--Community Engagement	2053--Excel Academy Charter School - Warner
	4/6/2025	1WX1-VNHH-PCX7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	71.01		920--Education Services	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006432	##	43.53		920--Education Services	2073--Excel Academy Charter School - Helendale
5/23/2025	#########	5367-052325	5367--San Bernardino Superintendent Of Sc	9525--STRS	Printed Check	30131	##	91,331.17		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
5/23/2025	#########	B-2610599493	5589--Rock Fitness	5880--Instructional Vendors &	EFT	Voided - 104128	-815.00	-815.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/23/2025	2/1/2025	B-2610448022	6171--Lucky Duck Swim School	5880--Instructional Vendors &	EFT	Voided - 103076	-514.00	-514.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/27/2025	#########	6DF038CF-0011	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	Voided - 102299	-137.70	-137.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/27/2025	#########	6DF038CF-0001	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	Voided - 100771	-285.60	-37.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	6DF038CF-0005	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	Voided - 100771	-285.60	-159.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	6DF038CF-0004	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	Voided - 100771	-285.60	-87.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/27/2025	#########	A3392	6735--It's Graze-y	9310--Due From - ASB	EFT	Voided - 103654	-526.00	-526.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
5/29/2025	#########	00002E01V5205	1649--UPS	5930--Postage	EFT	104354	4.76	1.81		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1649--UPS	5930--Postage	EFT	104354	4.76	2.95		912--Administration/Office	2053--Excel Academy Charter School - Warner
5/29/2025	5/6/2025	B-2610601924	6736--Sunrise Vaulters Inc	5880--Instructional Vendors &	EFT	20136006530	325.00	325.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/9/2025	B-2610601931	5998--Temecula Music Teacher LLC	5880--Instructional Vendors &	EFT	20136006533	299.00	299.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/7/2025	B-2610601954	2041--Yamaha Music Academy of Fountain	5880--Instructional Vendors &	EFT	104340	282.00	282.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610603330	V3170--APlus Tutoring Inc.	5880--Instructional Vendors &	EFT	104301	280.00	280.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/9/2025	B-2610601939	5702--The Coder School Mission Viejo	5880--Instructional Vendors &	EFT	104329	279.00	279.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610603336	1381--United States Karate Organization Inc	5880--Instructional Vendors &	EFT	104337	278.00	278.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610602789	6313--Barnyard Buddies LLC	5880--Instructional Vendors &	EFT	104358	275.00	275.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/8/2025	B-2610601925	2030--Suzuki Piano and Ultimate Music The	5880--Instructional Vendors &	EFT	20136006521	260.00	260.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610602795	5606--Earthroots Field School	5880--Instructional Vendors &	EFT	20136006518	225.00	225.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/6/2025	B-2610601934	2738--Veronica Gutierrez	5880--Instructional Vendors &	EFT	20136006522	221.50	221.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/8/2025	B-2610601923	3012--Stars Gymnastics LLC	5880--Instructional Vendors &	EFT	20136006524	219.13	219.13		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	4/5/2025	INV-05937-A	5776--Alboum Translation Service	5800--Professional Services -	EFT	104338	200.00	124.00		908--Intervention/Title I	2053--Excel Academy Charter School - Warner
			5776--Alboum Translation Service	5800--Professional Services -	EFT	104338	200.00	76.00		908--Intervention/Title I	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	1321997	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006525	199.39	90.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1321996	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136006525	199.39	108.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602793	6520--Code Ninjas Torrance	5880--Instructional Vendors &	EFT	104306	199.00	199.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	121848	6416--Scoot Education Inc.	1130--Substitute Teacher Compe	EFT	20136006519	197.00	74.86		918--Virtual Education	2073--Excel Academy Charter School - Helendale
			6416--Scoot Education Inc.	1130--Substitute Teacher Compe	EFT	20136006519	197.00	122.14		918--Virtual Education	2053--Excel Academy Charter School - Warner
5/29/2025	5/6/2025	B-2610601948	6145--West Coast Services	5880--Instructional Vendors &	EFT	20136006535	196.00	196.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	12510469	6401--Scholastic Inc	4100--Textbooks & Core Curricu	EFT	104311	184.82	184.82		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/1/2025	B-2610601945	2211--Valerie Marich Music	5880--Instructional Vendors &	EFT	104305	180.00	180.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610603334	6622--MLAB Ninja Training LLC	5880--Instructional Vendors &	EFT	104346	170.00	170.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602788	4115--1 Art-Megapixels School of Art	5880--Instructional Vendors &	EFT	20136006537	154.80	154.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602812	6464--The Wolf's Den Training Facility	5880--Instructional Vendors &	EFT	104320	150.00	150.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602810	6163--One World Many Views - Discover Art	5880--Instructional Vendors &	EFT	104339	150.00	150.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/9/2025	B-2610601927	1491--Sylvan Learning Corona Norco	5880--Instructional Vendors &	EFT	104333	150.00	150.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610601940	6633--The Mobile Music Professor	5880--Instructional Vendors &	EFT	104355	145.00	145.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610602794	1383--Drawn2Art Chino Hills	5880--Instructional Vendors &	EFT	104343	120.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/2/2025	B-2610601936	5886--The Backyard Schoolhouse	5880--Instructional Vendors &	EFT	104330	87.50	87.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/5/2025	173	5302--Little Ears Therapy Center	5100--SpEd Consultants and Ven	EFT	104344	80.00	80.00	Speech Services April 25	907--Special Education	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	8767248	1771--Time4Learning.com	4100--Textbooks & Core Curricu	EFT	20136006515	59.90	59.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	INV55665	5313--LogiCopy	5800--Professional Services -	EFT	104352	44.20	27.40		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5313--LogiCopy	5800--Professional Services -	EFT	104352	44.20	16.80		912--Administration/Office	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	90716389	2114--Lakeshore Learning Materials	4310--Materials & Supplies	EFT	104327	42.94	42.94		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610599493	5589--Rock Fitness	5880--Instructional Vendors &	EFT	104336	815.00	815.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610603331	3126--Archery Champs	5880--Instructional Vendors &	EFT	20136006539	807.50	807.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/7/2025	B-2610601909	3306--Rockstars of Tomorrow, Inc. - Chino	5880--Instructional Vendors &	EFT	104350	805.00	805.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602805	6596--Imperial Fight Academy	5880--Instructional Vendors &	EFT	104299	802.00	802.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610602803	6638--Goldrush Hockey	5880--Instructional Vendors &	EFT	104351	785.00	785.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	45439	5257--Jump and Schout Therapy, Inc.	5100--SpEd Consultants and Ven	EFT	104313	780.00	487.50	Speech Services April 25	907--Special Education	2073--Excel Academy Charter School - Helendale
	#########	45438	5257--Jump and Schout Therapy, Inc.	5100--SpEd Consultants and Ven	EFT	104313	780.00	292.50	Speech Services April 25	907--Special Education	2053--Excel Academy Charter School - Warner
5/29/2025	5/1/2025	B-2610601905	6357--Qualitee Reps	5880--Instructional Vendors &	EFT	104318	750.00	750.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	2647	2806--Brain Builders STEM Education	4310--Materials & Supplies	EFT	104332	743.49	247.83		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	2645	2806--Brain Builders STEM Education	4310--Materials & Supplies	EFT	104332	743.49	247.83		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	2646	2806--Brain Builders STEM Education	5880--Instructional Vendors &	EFT	104332	743.49	247.83		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/2/2025	B-2610601941	6378--The Rok Music Academy	5880--Instructional Vendors &	EFT	20136006526	720.00	720.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/9/2025	B-2610601944	6680--Touch N Go Soccer Academy IE	5880--Instructional Vendors &	EFT	104356	700.00	700.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	425	5277--Kids in Motion Pediatric Therapy	5100--SpEd Consultants and Ven	EFT	104348	675.00	472.50	Speech Services April 25	907--Special Education	2073--Excel Academy Charter School - Helendale
			5277--Kids in Motion Pediatric Therapy	5100--SpEd Consultants and Ven	EFT	104348	675.00	202.50	OT Services April 25	907--Special Education	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	425	6310--Growing Healthy Children Therapy Se	5100--SpEd Consultants and Ven	EFT	104326	645.00	645.00	OT Services April 25	907--Special Education	2073--Excel Academy Charter School - Helendale
5/29/2025	5/1/2025	B-2610601942	1409--To the Pointe Dance Productions	5880--Instructional Vendors &	EFT	20136006534	628.00	628.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610603335	5532--Nuestra Escuelita Spanish Academy	5880--Instructional Vendors &	EFT	104353	625.30	625.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/8/2025	B-2610601916	6215--San Clemente Gymnastics Club	5880--Instructional Vendors &	EFT	104323	625.00	425.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6215--San Clemente Gymnastics Club	5880--Instructional Vendors &	EFT	104323	625.00	200.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610602806	6128--Institute for Educational Advancemer	5880--Instructional Vendors &	EFT	104307	600.00	600.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	HS2507098	5803--National Student Clearinghouse	9330--Prepaid Expenses	EFT	104334	595.00	595.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610602807	4186--Kidz Golf Club	5880--Instructional Vendors &	EFT	20136006516	585.00	585.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610603337	2627--Veronica Richards Violin Studio	5880--Instructional Vendors &	EFT	104302	528.00	528.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/1/2025	B-2610601913	6541--RSL Aquatics	5880--Instructional Vendors &	EFT	104322	520.00	520.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	2/1/2025	B-2610448022	6171--Lucky Duck Swim School	5880--Instructional Vendors &	EFT	104347	514.00	514.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610603333	6474--Ladera Ranch Violin Studio	5880--Instructional Vendors &	EFT	104309	484.76	484.76		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/1/2025	B-2610601938	6238--The Coder School Cerritos/La Palma	5880--Instructional Vendors &	EFT	104297	484.20	484.20		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/8/2025	B-2610601950	4121--Wm Tutoring Inc.	5880--Instructional Vendors &	EFT	20136006538	462.12	462.12		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602802	6498--Gilmore Speaks	5880--Instructional Vendors &	EFT	104296	450.00	450.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	6DF038CF-0001	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	104360	423.30	37.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	6DF038CF-0005	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	104360	423.30	159.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	6DF038CF-0004	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	104360	423.30	87.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner

	#########	6DF038CF-0011	6168--My ZOO Box	4100--Textbooks & Core Curricu	EFT	104360	423.30	137.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/6/2025	284-265714-4	1376--FMH Sports USA, Inc.	5100--SpEd Consultants and Ven	EFT	104300	420.00	420.00	APE Services April 25	907--Special Education	2073--Excel Academy Charter School - Helendale
5/29/2025	5/6/2025	B-2610601946	v3112--VCMA Villatoro Champion Martial Ar	5880--Instructional Vendors &	EFT	104345	377.00	377.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/1/2025	B-2610601917	6388--Sandlot Training Center Inc.	5880--Instructional Vendors &	EFT	104304	350.00	350.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/7/2025	B-2610601951	2092--World Elite Gymnastics	5880--Instructional Vendors &	EFT	104349	342.20	342.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	1VTC-9HXP-GQ3G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	531.78		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16WR-13HK-6DYL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	86.70		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	11HR-7CYL-9LTR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	109.65		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WXW-1R7J-GT9W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	277.65		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1XJQ-4GPP-DC3Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	271.76		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1RRN-9JP9-9P31	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	48.68		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1RGG-PMMM-CVDJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	65.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1N4K-K79Y-LXVG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	299.21		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1RRN-9JP9-1KL1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	67.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	19C3-QTQ3-9L79	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	85.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1TM1-94N6-9HGK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	136.46		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1TG3-LGXP-HXNF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	65.38		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LD9-FPD1-CND3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	57.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16R1-QXLL-MDF6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	234.01		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	16YK-WCCX-7LWD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	40.15		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1HYM-Y3GW-7R64	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	21.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1416-NDNW-CY97	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	89.58		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	1T9K-T449-Q46H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	61.42		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1GWD-G1Y6-4G7V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	151.81		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MTV-PVVH-3D1C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	26.93		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1WXW-1R7J-MPX4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	239.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1NQY-YNL9-9MGD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	6.51		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1D7G-1JRP-964Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	61.06		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1TM1-94N6-CR1X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	54.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	11C7-RJR3-63LF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	157.26		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RRH-XP39-HFWK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	60.16		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14DM-N4KT-47WH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	113.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11RX-YGC9-GWQH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	69.73		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1VYD-JGDN-J1Q3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	95.63		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11RX-YGC9-HW71	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	108.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16R1-QXLL-GG9R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	21.30		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1COD-J13M-4QO4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	130.56		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1FX4-G9GR-3LJQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	6.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LL6-7DT9-FX9R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	182.15		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VP9-9VYP-7HFD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	133.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	11HR-7CYL-7HR3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	46.40		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1JT6-4DMT-W16D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	92.42		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1463-H4QD-44C9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	49.52		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	111T-3HR3-71JH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	175.31		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1TK1-HFRF-6JY1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	279.02		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	111T-3HR3-1L7C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	154.58		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1KKR-CCTP-DR1F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	109.39		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1H44-33JK-7CTM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	77.18		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1T4P-9PDG-JF6V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	602.89		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MLD-X1R9-7TCR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	92.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1J3X-Y3TJ-FM36	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	394.77		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1QWM-MWHL-9FF3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	131.71		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1GRR-C6JT-9XYQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	27.18		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LR7-7VVP-GVR4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	103.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	1WX4-QNRM-HL1M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	28.14		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/6/2025	19MF-MQD6-PRTW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	116.38		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XVF-RQYT-7Q6R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	230.93		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1DFL-CJQV-4DPH	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	36.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	50.29		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1D7G-1JRP-GYLM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	52.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1W3W-T4JX-C3X9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	55.97		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XNJ-P11H-J1XR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	165.60		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1L3Y-F337-MGTC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	406.54		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1WM9-L7FK-MH3L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	23.19		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	17DG-X1LC-9QVT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	32.61		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11QO-XTWD-1FJV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	79.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1FX4-G9GR-MDV3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	308.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1463-H4QD-FFLV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	149.14		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	14JJ-HHV7-C7QD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	171.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1FPJ-RCQR-MNGC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	164.41		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XNJ-P11H-674Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	119.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1VR4-PYYN-67FL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	78.55		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MDM-H69K-CN9V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	111.56		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1QRJ-WNQL-9JQL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	204.87		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1N3T-KYHQ-CY4F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	33.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	19WK-M3HY-3364	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	18.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1463-H4QD-4L37	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	130.88		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1RY9-LYX9-1QVK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	65.70		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16R1-QXLL-GFXF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	243.97		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1TLP-MRF4-FYCM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	45.28		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WM9-L7FK-67LQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	168.84		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1PTC-V7V1-6R4Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	54.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1PLH-KXJM-4NDY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	119.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KXY-DVLR-GKQP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	134.11		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1PLH-KXJM-763T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	137.84		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RRH-XP39-H134	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	123.11		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1LR7-7VVP-619L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	101.81		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/6/2025	17HV-DRF9-Q3Q1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	48.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	19C3-QTQ3-9HJJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	57.07		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WGT-T3Y4-3JQW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	413.26		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1QXH-9DVR-4C91	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	29.84		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1N4K-K79Y-6X3W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	46.73		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	16T6-9VQP-3911	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	301.15		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KKR-CCTP-G7F4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	83.40		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1RY9-LYX9-3XRG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	159.65		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1MLP-G9XK-771T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	37.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1PFN-GRPQ-KWC3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	34.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	14XQ-QKR3-63JM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	21.74		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1K4V-GYKT-3T6V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	88.73		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	15.02		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	14JJ-HHV7-9CJV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	125.62		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1COD-J13M-FMFK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	91.19		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11D7-49WH-3FD9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	178.23		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	14XQ-QKR3-3LXD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	134.40		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HW3-VV6X-LKTT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	5.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/6/2025	1WL7-9PM9-D6PC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	14.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1DFL-CJQV-3CKW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	73.55		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11RX-YGC9-3P1R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	120.80		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	1QR1-3FK9-KVHG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	15.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1D7G-1JRP-NCLR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	52.06		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1N3T-KYHQ-CXLH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	86.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XNJ-P11H-NFQJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	157.34		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1V7Y-93RG-7DKV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	95.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1N3T-KYHQ-91DY	1925--Amazon Capital Services, Inc.	9310--Due From - ASB	EFT	20136006514	##	330.63		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
	#########	1463-H4QD-KKLD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	326.17		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1W3W-T4JX-9YL6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	79.15		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MK1-QQGQ-1XW3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	102.19		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1H44-33JK-1CVV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	99.44		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	11HR-7CYL-4T49	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	91.59		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	11HR-7CYL-CLQV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	70.52		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1TG3-LGXP-HLLW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	67.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MDM-H69K-4HCD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	95.32		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YX6-X4GF-4QTK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	73.34		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1RGG-PMMM-6LWT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	282.20		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1463-H4QD-4PTK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	278.56		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RDN-QWVP-7RXG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	194.27		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	14WX-KD11-D6GH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	148.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1PRV-C3HV-GQQV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	27.43		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1KXY-DVLR-LF3V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	101.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HWL-XYMY-LVJG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	315.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XNJ-P11H-36YG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	10.76		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1RN6-VWGP-991D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	222.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13CL-FF7L-31TF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	62.47		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1QWM-MWHL-9JXQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	109.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1M76-D4F4-49XD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	216.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1N4K-K79Y-N1W3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	78.84		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1N4K-K79Y-4GMG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	69.04		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1PLH-KXJM-DLCQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	140.14		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1FMF-XHKD-1D43	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	208.99		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1F4J-7DVH-47W7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	27.33		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1XML-F9HP-9MFD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	13.71		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MCW-7Q3F-6HRG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	107.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1COD-J13M-4LR7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	8.01		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1M76-D4F4-13N9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	127.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1XML-F9HP-C7PX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	40.19		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1LD1-3WYJ-M7RM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	193.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	113X-Y3TJ-1YXN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	82.46		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	17DG-X1LC-36LD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	267.78		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1COD-J13M-GFL9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	16.67		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1QRJ-WNQL-9PHY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	126.88		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1COD-J13M-MHT7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	52.47		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	19WK-M3HY-3GCK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	116.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1WXW-1R7J-4R3V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	76.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1KKR-CCTP-31D1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	105.84		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13WD-3TQQ-MFL7	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	50.02		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1FMF-XHKD-639T	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	9.86		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1T6Y-6P6Y-D139	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	125.89		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	114D-PTRN-3R9Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	475.33		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1QTG-WCHN-1RLX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	220.34		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1NX9-YDTM-74Y1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	27.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13WD-3TQQ-3YG3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	132.34		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1PWM-F3QG-1HH7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	312.82		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13C4-4WMH-3K6W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	170.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	19C3-QTQ3-9XCP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	162.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/8/2025	16GG-J61C-JGK6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	82.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KXY-DVLR-HM7N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	525.48		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1WFK-KL4G-1H91	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	103.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1Q6X-TJVT-3M1W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	87.46		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/7/2025	1RQ1-XV1X-FLFD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	175.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1F94-JYG1-CK79	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	28.59		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1N3T-KYHQ-DG3X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	57.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KKR-CCTP-6CFK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	58.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16R1-QXLL-MJ4J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	137.45		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WGT-T3Y4-6H43	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	37.53		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11WP-NTDJ-4MTM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	57.76		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VTC-9HXP-4V6P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	146.17		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1GWD-G1Y6-M3XM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	84.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1N3T-KYHQ-7JL3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	169.55		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1M76-D4F4-CNY1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	63.38		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1X3T-3J7K-CLV4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	43.09		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11TD-PWF4-GW69	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	75.41		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11QO-XTWD-KYX9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	11.77		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1M76-D4F4-HC76	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	188.73		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1WTP-4YG9-1W3T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	51.81		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MDM-H69K-739M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	77.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1V7Y-93RG-G1JV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	157.98		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1TLP-MRF4-GFVX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	67.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16R1-QXLL-MFKQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	20.46		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LD1-3WYJ-494Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	95.22		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	16R1-QXLL-1DJ4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	9.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	19WK-M3HY-KYFT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	133.76		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1FX4-G9GR-1PMG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	82.35		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	113X-Y3TJ-3X93	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	10.85		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/4/2025	1TGC-LV7C-CQ76	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	96.79		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11WP-NTDJ-6D91	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	10.82		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	11C7-RJR3-6LRH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	36.96		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LD9-FPD1-4GHG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	23.15		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1T6Y-6P6Y-FG4P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	100.76		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	114D-PTRN-6NKD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	119.61		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	17TK-Q1MC-C4M1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	331.52		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1Q96-CGGL-L1JL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	10.54		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1MDM-H69K-1N1R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	339.53		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LD9-FPD1-MTV3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	166.10		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1WM9-L7FK-G1WQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	410.74		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14DM-N4KT-1CM4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	97.55		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1FLC-PGKC-CPY6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	35.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YX6-X4GF-GFCH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	129.27		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1RFY-G33T-CDWG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	37.80		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13C9-GRPF-3XTH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	93.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1PLH-KXJM-C9FY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	34.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LD6-JGDX-7XT4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	64.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/4/2025	1N3J-6HF3-FM43	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	98.12		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1COD-J13M-HVR9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	86.86		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	11C7-RJR3-9KRD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	315.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RRH-XP39-33VN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	72.62		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1D7G-1JRP-H9M7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	90.47		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	169L-CJGT-KRNF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	199.44		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

	#########	1TG3-LGXP-4MMH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	43.98	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XN1-P11H-NP4H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	33.26	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	88.11	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1MCW-7Q3F-1KQN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	28.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1MWT-QPJY-3XDC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	40.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1PLH-KXJM-CCGV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	90.63	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14XQ-QKR3-M6FT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	169.53	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1GWD-G1Y6-LF37	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	72.84	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	101.33	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XFT-HGJR-3CTT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	103.58	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	16TQ-QPFY-1GVQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	53.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VR4-PYYN-HDQ3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	114.97	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1DF7-QFDC-4Q3D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	124.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YX6-X4GF-1DD6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	76.13	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1QXH-9DVR-GKC4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	9.40	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1PLH-KXJM-C7XT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	30.56	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1T4P-9PDG-FRCH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	163.53	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11QQ-XTWD-4RK6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	88.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1FX4-G9GR-MNXL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	326.70	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1TG3-LGXP-4FH3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	124.68	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13C4-4WMH-69K9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	30.98	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13CL-FF7L-NCC1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	266.93	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1DF7-QFDC-LFQF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	191.83	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1LF6-YNXV-CQMY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	168.33	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	11TD-PWF4-DCTN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	5.58	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1FX4-G9GR-G1XN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	77.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1RY9-LYX9-3QWF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	19.95	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1TQP-GMPP-391H	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	40.73	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XN1-P11H-JLDK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	33.99	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1M76-D4F4-MCFH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	338.68	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/2/2025	1G7L-YMVG-7QCM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	15.22	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HW3-VV6X-LYTF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	53.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XFT-HGJR-GKWQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	130.02	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1PRV-C3HV-DLR4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	114.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1N4K-K79Y-1DT9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	113.32	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	169L-CJGT-43G1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	41.31	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RY9-LYX9-3DR1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	132.52	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1HRT-FFLC-7KNR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	126.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VR4-PYYN-4DGH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	113.40	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1KM9-TNW9-91P3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	65.23	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RRH-XP39-1NW3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	149.89	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1W3W-T4JX-C1FJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	22.96	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	11H1-L6LJ-D34N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	77.83	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RRH-XP39-4FX4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	13.92	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1RY9-LYX9-LKDQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	110.03	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MTV-PVVH-D37P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	65.91	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1DF7-QFDC-7LGN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	124.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	111T-3HR3-CW6K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	35.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HR3-DGJT-MKD3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	124.34	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1TG3-LGXP-43GH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	123.45	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1LD1-3WYJ-1VQ9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	10.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1PRV-C3HV-D6CL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	61.64	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	19WK-M3HY-4H1W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	13.13	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11TD-PWF4-HHCF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	108.49	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	13C9-GRPF-D6GM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	111.19	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1L94-THKR-3PTR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	55.83	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HD4-T93C-3L9Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	195.09	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1T4P-9PDG-3G1W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	15.78	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1XJF-Y3VD-NQ1V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	233.85	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1KKR-CCTP-M6VN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	112.69	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HRT-FFLC-6NJ4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	158.65	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11WP-NTDJ-MVX3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	69.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1FLC-PGKC-CMHF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	53.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1TG3-LGXP-4GF7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	85.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HR3-DGJT-3D7N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	137.53	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	11QQ-XTWD-4GHQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	139.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	16WR-J3HK-HDTD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	214.06	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	141J-HHV7-CF1M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	263.07	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1X3T-3J7K-4GKC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	19.21	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/2/2025	1VK6-X9GR-1PML	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	449.37	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	17DG-X1LC-6RVX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	33.70	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1N4K-K79Y-3791	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	9.68	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	11TD-PWF4-3KK1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	48.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1L3Y-F337-341D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	84.54	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1QWM-MWHL-	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	80.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LR7-7VVP-3LWT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	119.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1MK1-QQGQ-GG3L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	38.84	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LD9-FPD1-M469	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	84.61	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WXW-1R7J-KW6P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	33.09	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1XLV-9YCM-Z7FK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	367.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LR7-7VVP-4COF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	114.13	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1F94-JYG1-7GYW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	10.84	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1D7G-1JRP-GXG1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	123.71	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/5/2025	19PH-WG6T-J6KQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	132.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1RGG-PMMM-	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	78.69	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1XML-F9HP-7LDK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	99.04	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14DM-N4KT-3KLV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	144.29	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LL6-7DT9-HNM4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	222.60	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/8/2025	1K6X-XVW4-KV4O	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	46.31	914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	28.38	914--Community Engagement	2073--Excel Academy Charter School - Helendale
	#########	1L64-QMT3-311F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	61.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11R7-7VHX-4XHJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	26.93	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13C9-GRPF-GPKM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	43.68	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XN1-P11H-J3TY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	368.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	16R1-QXLL-HQLN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	249.28	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	11TD-PWF4-H4HF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	135.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	13WD-3TQQ-D319	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	107.02	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	11TD-PWF4-F7JF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	63.61	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MCW-7Q3F-CJJQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	76.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1CQD-1J3M-1W96	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	95.31	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	14N7-QQVY-4391	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	79.42	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1FX4-G9GR-3C1X	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	20.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	80.90	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1736-PWHJ-4N7Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	112.70	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	17HV-DRF9-K9MK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	44.94	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LD9-FPD1-3KDM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	64.17	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1WFK-KL4G-D4VJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	297.77	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1NQY-YNL9-73D4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	16.14	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1TG3-LGXP-4LC7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	129.74	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1RY9-LYX9-LPFJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	143.81	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	114D-PTRN-6K93	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	39.75	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1G63-TQPJ-4NDT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	29.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1LL6-7DT9-4FPW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	396.43	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	14DM-N4KT-NG1W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	183.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1XFT-HGJR-3777	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	168.64	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1N4K-K79Y-44YX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	6.44	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YX6-X4GF-PHRP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	24.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1RDN-QWVP-7LLF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	23.04	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1PLH-KXJM-4XXG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	245.31	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1463-H4QD-KL9Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	517.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1LD9-FPD1-J63N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	163.14	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HWL-XYMY-3YTM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	5.21	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	16KN-X66R-7FNC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	26.93	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1WFK-KL4G-DFQJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	207.84	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MLD-X1R9-7TGK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	38.03	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1QWM-MWHL-7T71	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	48.85	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	16WR-J3HK-119N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	35.55	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1HWL-XYMY-D3GW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	90.48	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1RFY-G33T-79XL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	141.60	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1QTG-WCHN-4GJF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	111.19	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1FPJ-RCQR-L3NG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	49.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	11C7-RJR3-7MPJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	71.52	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/7/2025	1GJ6-TKPN-F7JQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	238.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VTC-9HXP-LGCX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	111.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VTC-9HXP-LKL7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	72.90	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1KKR-CCTP-NHLV	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	15.17	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	41.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1QTG-WCHN-CYM6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	61.64	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1WM9-L7FK-JDJ6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	94.95	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1PWM-F3QG-6YWH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	132.58	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	21.62	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1J3X-Y3TJ-HYC7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	181.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1QWM-MWHL-	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	67.63	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	14DM-N4KT-HYN1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	164.13	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	16T6-9VOP-3MRL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	29.17	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/9/2025	1RRN-9JP9-DJND	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	32.06	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1VTC-9HXP-4H9X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	132.08	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1MLD-X1R9-7DD7	1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	47.60	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1KRP-TJJP-7HQF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	113.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	#########	1MTV-PVVH-GDC4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	36.78	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4100--Textbooks & Core Curricu	EFT	20136006514	##	34.43	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/5/2025	19G3-KNR4-KHM3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	229.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1YX6-X4GF-4XJ1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	100.37	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	#########	1VTC-9HXP-4LTM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	19.55	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/9/2025	1F41-7DVH-D3PD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136006514	##	127.86	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	INV-140-08645	5368--School Pathways, LLC	5830--Non-Instructional Softwa	EFT	104325	##	9,412.48	912--Administration/Office	2073--Excel Academy Charter School - Helendale
	#########	INV-140-08644	5368--School Pathways, LLC	5830--Non-Instructional Softwa	EFT	104325	##	18,208.27	912--Administration/Office	2053--Excel Academy Charter School - Warner
5/29/2025	4/1/2025	4012508	5033--APLUS+	9330--Prepaid Expenses	EFT	104303	##	9,145.00	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5033--APLUS+	9330--Prepaid Expenses	EFT	104303	##	5,605.00	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
5/29/2025	5/5/2025	B-2610601932	1071--Terra Arts Foundation	5880--Instructional Vendors &	EFT	104328	7,025.52	3,709.96	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1071--Terra Arts Foundation	5880--Instructional Vendors &	EFT	104328	7,025.52	3,315.56	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/2/2025	B-2610601953	1586--Writtenburg Door	5880--Instructional Vendors &	EFT	20136006532	5,526.38	4,474.13	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1586--Writtenburg Door	5880--Instructional Vendors &	EFT	20136006532	5,526.38	1,052.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	5/6/2025	B-2610601949	6009--Winners Circle Athletics	5880--Instructional Vendors &	EFT	104342	3,923.83	2,100.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6009--Winners Circle Athletics	5880--Instructional Vendors &	EFT	104342	3,923.83	1,823.83	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602804	6710--Harmony Arts Collective	5880--Instructional Vendors &	EFT	20136006520	2,608.06	2,608.06	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/6/2025	B-2610601929	6635--Sylvan Learning of Diamond Bar	5880--Instructional Vendors &	EFT	104317	2,604.00	2,604.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	6871645	6260--Quarles & Brady, LLP	5810--Legal	EFT	20136006523	2,572.00	1,594.64	912--Administration/Office	2053--Excel Academy Charter School - Warner
			6260--Quarles & Brady, LLP	5810--Legal	EFT	20136006523	2,572.00	977.36	912--Administration/Office	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602809	5557--Music Lessons with Jena	5880--Instructional Vendors &	EFT	104315	2,375.00	2,375.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/6/2025	B-2610601943	6014--TOCA Soccer	5880--Instructional Vendors &	EFT	104321	2,354.63	1,895.63	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6014--TOCA Soccer	5880--Instructional Vendors &	EFT	104321	2,354.63	459.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602811	2315--Roos Music	5880--Instructional Vendors &	EFT	20136006517	2,350.00	2,350.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/9/2025	B-2610601937	v16222--The Claremont Club	5880--Instructional Vendors &	EFT	104310	1,731.00	1,731.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610603329	2717--A Tree of Knowledge Educational Ser	5880--Instructional Vendors &	EFT	104314	1,681.00	1,521.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2717--A Tree of Knowledge Educational Ser	5880--Instructional Vendors &	EFT	104314	1,681.00	160.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/5/2025	B-2610601955	4127--Meena Yoon	5880--Instructional Vendors &	EFT	20136006536	1,390.00	1,070.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4127--Meena Yoon	5880--Instructional Vendors &	EFT	20136006536	1,390.00	320.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602808	5593--Mathnasium of Corona	5880--Instructional Vendors &	EFT	104298	1,346.00	1,346.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	4/8/2025	926804	5363--Procopio, Cory, Hargreaves & Savitch	5810--Legal	EFT	104319	1,339.20	317.13	912--Administration/Office	2053--Excel Academy Charter School - Warner
			5363--Procopio, Cory, Hargreaves & Savitch	5810--Legal	EFT	104319	1,339.20	194.37	912--Administration/Office	2073--Excel Academy Charter School - Helendale
	#########	930584	5363--Procopio, Cory, Hargreaves & Savitch	5810--Legal	EFT	104319	1,339.20	513.17	912--Administration/Office	2053--Excel Academy Charter School - Warner
			5363--Procopio, Cory, Hargreaves & Savitch	5810--Legal	EFT	104319	1,339.20	314.53	912--Administration/Office	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610602792	5684--Caique Jiu Jitsu Walnut Academy	5880--Instructional Vendors &	EFT	104341	1,200.00	1,200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
5/29/2025	#########	B-2610603332	5711--Icetown Riverside	5880--Instructional Vendors &	EFT	104331	1,160.00	1,160.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	5/6/2025	3042221.010-B	5106--City of Brea	5610--Facility Rents & Leases	EFT	104308	1,115.00	691.30	916--Elementary Education	2053--Excel Academy Charter School - Warner
			5106--City of Brea	5610--Facility Rents & Leases	EFT	104308	1,115.00	423.70	916--Elementary Education	2073--Excel Academy Charter School - Helendale
5/29/2025	5/7/2025	L251293273	5108--CliftonLarsonAllen LLP	5820--Audit & CPA	EFT	104324	1,050.00	651.00	909--Business Services	2053--Excel Academy Charter School - Warner
			5108--CliftonLarsonAllen LLP	5820--Audit & CPA	EFT	104324	1,050.00	399.00	909--Business Services	2073--Excel Academy Charter School - Helendale
5/29/2025	5/2/2025	B-2610601908	6503--Riding in Riverside - Lea Arenas	5880--Instructional Vendors &	EFT	20136006527	1,000.00	600.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6503--Riding in Riverside - Lea Arenas	5880--Instructional Vendors &	EFT	20136006527	1,000.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
5/29/2025	#########	B-2610601926	6182--Sweetwater Farms	5880--Instructional Vendors &	EFT	104357	990.00	990.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner

	5/29/2025	5/8/2025	B-2610601930	6729--Team Lion United	5880--Instructional Vendors &	EFT	20136006528	960.00	960.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2025	#########	B-2610602791	1355--C3 Classes, LLC	5880--Instructional Vendors &	EFT	104316	946.39	946.39	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2025	#########	4636089	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	236.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	4635485	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	167.99	910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	4638927	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	41.28	910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	4638333	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	108.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	4638242	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	89.68	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	4638243	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	117.44	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		#########	4639877	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	94.83	910--Instructional Funds	2053--Excel Academy Charter School - Warner
		#########	4638332	1156--Barnes and Noble Booksellers Inc.	4310--Materials & Supplies	EFT	104312	926.57	129.69	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2025	#########	84847	6721--The Ecology Center	5835--Field Trips	EFT	104335	895.00	840.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
				6721--The Ecology Center	5835--Field Trips	EFT	104335	895.00	55.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/29/2025	#########	B-2610602813	6555--Vibrant Music Lab LLC	5880--Instructional Vendors &	EFT	20136006531	877.00	877.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/29/2025	#########	41992	6736--Ji's Granny	9110--Due From - ASB	EFT	104398	536.00	536.00	000--Schoolwide Revenues/PS Accounts	2053--Excel Academy Charter School - Warner
	5/29/2025	5/8/2025	5359-050825	5359--Pitney Bowes	5930--Postage	EFT	20136006529	200.00	124.00	912--Administration/Office	2053--Excel Academy Charter School - Warner
				5359--Pitney Bowes	5930--Postage	EFT	20136006529	200.00	76.00	912--Administration/Office	2073--Excel Academy Charter School - Helendale
Total for CHASE 9313								#########	**859,866.02**		

Coversheet

Consent - Education Student/Services

Section: VII. Consent
Item: B. Consent - Education Student/Services
Purpose:
Submitted by:
Related Material: Excel Academy 2025-2026 English Learner Master Plan (1).pdf
Copy of TK-12 Curriculum Menus MASTER version_2025_26_EDU.pdf
High School Curriculum Handbook 25_26_public copy-SEC.pdf
EACS 2025-26 Sped Handbook Revisions.pdf
25_26 EACS SPED Handbook.pdf

BACKGROUND:

Item: Approval of the English Learner Master Plan

Background: Minor grammatical and syntax changes were made throughout.

MASTER PLAN
for
ENGLISH LEARNERS

Approved by the Excel Academy Charter School Board of Trustees (June 2025)

William Hall, President
Michael Humphrey, Vice President
Steve Fraire, Board Clerk
Susan Houle, Board Member
Larry Alvarado, Board Member

Presented by: Heidi Gasca, Executive Director

EACS EL Master Plan Committee Members:

Jennifer Craig
Tamara Murphy
Lara Ulmer

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Mission and Vision
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.

Goals and Vision for English Learner Master Plan
Federal case law (Castañeda vs. Pickard, 648F.2d 989, 1981) requires that the main goals of the English Learner Program (ELP) are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory.
3. The program successfully produces results that indicate that language barriers are being overcome.

The ultimate goal of the Excel Academy Charter School English Learner Program is to embrace the Federal case law and support each English Learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent, high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

Home Language Survey
For all students in K–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, the student will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window. If a student is new to the

California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if the student will be given an Initial ELPAC assessment within 30 days of enrollment.

ELPAC Testing

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP).

Using Initial and Summative Assessment Results

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email and/or through US mail. Parents/guardians are notified of results in writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master Tracking Spreadsheet. When a student withdraws from Excel Academy Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

ELPAC results are not used to measure academic achievement. The initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language support. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP (English Language Proficiency). This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form

one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 ELD Standards.
- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 ELD Standards.

Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores, which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and beginning to develop (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to-mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level are beginning to develop oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

English Language Development (ELD) Standards

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they

are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner. The CDE has informed administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

Link to ELD Standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

English Language Mainstream Program

English Learners in Excel Academy Charter School will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of Specially Designed Academic Instruction in English (SDAIE) strategies. Students may also be concurrently enrolled in an ELD class to fulfill their designated instructional needs. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Excel Academy Charter School:

- Core instruction in language arts, math, science, and social science is taught in English using charter approved curriculum and SDAIE methodology.
- English Language Learners receive English Language Development (ELD) instruction, which addresses the ELD standards in listening, speaking, reading, and writing. EACS students will engage in synchronous and asynchronous instruction.

As a comprehensive approach to ELD, the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools states:
"English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD." (p. 119)

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners in developing critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]).

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).

SDAIE Strategies:

- Speak slowly and use repetition
- Visuals and realia
- Manipulatives available
- Activate prior knowledge
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

English Language Development (ELD) Instruction

English Learners in the Excel Academy Charter School participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic program. Excel Academy Charter School will create a personalized pathway of ELD instruction to build skills. Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need through synchronous and asynchronous instruction. Additionally, students may receive tutoring support services.

Instructional Materials to Support the CA CCSS (Common Core State Standards) for ELA/Literacy and CA ELD Standards

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full

and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

Meaning Making
Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development
Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

Effective Expression
Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge
Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in

meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills
Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

Parent Notification of Programs
All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

Monitoring of Long Term English Learners
Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state mandated testing targets. Schools must monitor student progress to ensure that additional and appropriate learning opportunities are provided in English language development and in reading, writing, and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student, are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school wide interventions and supports, a student is still not making “adequate progress”, the school will hold a Student Success Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming a LTEL or has been classified as a LTEL.

Meeting the Needs of Long Term English Learners

The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entirely new generation of long term EL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a student's education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of the program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTELs with exposure to high-quality literature and complex and expressive language.

Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a "struggling reader" paradigm or a generic "English Language Learner" approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.

- Three R's: rigor, relevance, and relationships: Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the support to succeed).
- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL support.
- Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

Excel Academy Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring, and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits, and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.

2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards and designed to reduce all language barriers.
    - The English Learner program is designed to ensure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
    - Components of this program include: ELD, grade-level core curriculum, and assessment.

3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of Excel Academy Charter School assessment and reporting processes and are recorded on the EL Master Tracking Spreadsheet.

4. The performance of EL and RFEP students is monitored:
    - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
    - Any areas of deficiency are noted, and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

1. Adopted Curriculum Standards

In Excel Academy Charter School, each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

2. Curriculum and Instruction Aligned with Adopted Standards
Excel Academy Charter School supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

3. Assessment and Reporting
Excel Academy Charter School administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the CEO and governing board.

4. Monitoring and Intervention.
English Learners' assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress, Special Education teachers must schedule an IEP meeting to discuss further interventions.

Staffing Authorizations
Under the management of the Director of Human Resources, Excel Academy Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

Excel Academy Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet and EL Cumulative file training
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion are documented.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). Excel Academy Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that they are ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Reclassification Criteria

Excel Academy Charter School uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

Reclassification Process

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification.

Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

Monitoring of Reclassified Students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

English Learners in Special Education

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP

meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).

- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

SpEd: Classification

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

Needs of English Learners

The needs of English Learners are addressed in several places on the IEP:

Student Information:

- Is the student an English Learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the English Learner/Assessment Lead, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

Present Levels:

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication*: Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's language development (expressive and receptive) relates to his/her ability to communicate with others and its impact on his/her school performance.

Special Factors:

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to "Other statewide/charter assessments" will be checked, and "Same as Above" for the listed accommodation/modification will be written.

Annual Goals:

- Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
- For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- Ensure that goals are linguistically appropriate (see below)

Services:

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student's program should be modified from that of other ELD students in order to meet the student's unique educational needs, that modification should be listed in the IEP.

Writing Linguistically Appropriate Goals and Benchmarks-

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the "Areas of Need" that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parentheses.
    - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words "in English."
    - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting

sentences, and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.

Note: It is best practice to insert the phrase "in English" to emphasize the language component of the goal.

Check the "Linguistically Appropriate" box to indicate the goal is linguistically appropriate to meet the student's English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

Avoid:

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents' wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing the recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with, and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team's recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet, and follow all other reclassification procedures. These procedures include notifying the assessment and accountability department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

English Learner Advisory Committee (ELAC)

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services

and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the Administration and staff in the development of a site plan for English Learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the Excel Academy Charter School:

- Includes parents and community members in the decision-making, planning, and evaluation of English Learner Master Plan.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members.

Accountability and Evaluation

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, Excel Academy Charter School provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the Excel Academy Charter School assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, Excel Academy Charter School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

Excel Academy Charter School’s assessment practices with respect to English Learners are designed to:

- Assess and monitor language development over time in the program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed, and reported by Excel Academy's Director of Assessment and Accountability. These reports are then analyzed by the Executive Director and other school staff to produce a set of suggested program modifications, which are then shared with the local Board of Directors, leads, teachers, and EL parents for additional input and approval.

Excel Academy Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.

TRANSITIONAL KINDERGARTEN

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES- full year package

- ★ Frog Street - online with hands-on center rotations
- ★ Bookshark Level Pre-K (choosing curriculum) *students need to work at this bookshark level to meet grade level standards
- ★ TPT Bundle- Deanna Jump- PDF
- ★ TPT Bundle-Discovery Station Learners- PDF * Supplement Science and Social Studies

ENGLISH LANGUAGE ARTS

Complete ELA Options		
★ McRuffy Phonics & Reading Curriculum Set		
A La Carte Options: Choose one from each column		
Literature	Phonics	Handwriting/Writing
★ 5-6 Little Novel Ties	★ All About Reading- pre reading	★ Handwriting without Tears ★ McRuffy Handwriting

MATHEMATICS

- ★ McRuffy Press Color Math
- ★ Dimensions Math + manipulative

SCIENCE

- ★ Studies Weekly- Early Learning - online & option to buy printed weekly publications
- ★ McRuffy Press Science
- ★ Science Weekly online & option to buy printed weekly publications
- ★ Elemental Science: *Grammar Stage Intro to Science* (student +teacher)

SOCIAL STUDIES

- ★ Studies Weekly- Early Learning - online & option to buy printed weekly publications

KINDERGARTEN

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES- full year package

- ★ Moving Beyond the Page- ages 4-5 *supplement with K level phonics to satisfy standards
- ★ Bookshark Level Level A (with Saxon Math)-
  *students need to work at this bookshark level to meet grade level standards

ENGLISH LANGUAGE ARTS

Complete ELA Options		
★ The Logic of English: Foundations, Levels A and B (placement Test)		
★ Blackbird & Company		
★ McRuffy Preschool Language Arts,and McRuffy Phonics & Reading Curriculum Set,and McRuffy Handwriting *Must start with the preschool Language Arts curriculum prior to the Kindergarten Phonics and Reading		
A La Carte Options: Choose one from each column		
Literature	Phonics	Handwriting/Writing
★ 5-6 Little Novel Ties	★ All about Reading- Level 1 (placement test for level 1 or level 2) *If new to All About Letter Tiles (Only purchase one time)	★ Handwriting without Tears ★ McRuffy Handwriting

MATHEMATICS

- ★ Kindergarten Math with Confidence
- ★ McRuffy Press Color Math
- ★ Dimensions Mathematics + manipulative (Tips and Tricks)

SCIENCE

- ★ McRuffy Press Science + Science Kit
- ★ Science Weekly online & option to buy printed weekly publications

SOCIAL STUDIES

- ★ Studies Weekly - online & option to buy printed weekly publications
- ★ myWorld Interactive Social Studies Grade K - online with printable student SAVVAS Price

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1ST GRADE

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES- full year package

- ★ Moving Beyond the Page (ages 5-7) *supplement to satisfy CA standards when necessary
- ★ Bookshark Level Level B with Saxon Math (choosing curriculum)
  *students need to work at this bookshark level to meet grade level standards

Please see the WIN and GATE recommendations

ENGLISH LANGUAGE ARTS

Complete ELA Options
★ The Logic of English: Foundations, Levels B and C (placement Test)
★ Blackbird & Company
★ McRuffy Language Arts, McRuffy Handwriting
★ Florida Virtual Online School virtual teacher led ($475/course) Ordering Instructions

A La Carte Options: Choose one from each column				
Writing Composition	phonics	Literature	Spelling/Vocab	Handwriting
★ Winning with Writing level 1 ★ IEW- Level Primary ★ Blackbird & Company	★ All About Reading Level 2 (placement test for level 2 or level 3) Letter Tiles (Only purchase one time)	★ 5-6 Little Novel Ties	★ All About Spelling (placement test) ★ Wordly Wise 3000	★ Handwriting without Tears ★ McRuffy Handwriting
★ Essentials in Writing level 1				
	★ The Logic of English: Foundations, Levels B and C (placement Test)			

MATHEMATICS

- ★ Math Mammoth Light Blue Series (Tips and Tricks)
- ★ McRuffy Press Color Math (Tips and Tricks)
- ★ Dimensions Math + Dimensions At Home + manipulative kit (Tips and Tricks)
- ★ Saxon + manipulative kit (Tips and Tricks)
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SCIENCE

- ★ McRuffy Press Science +Science Kit
- ★ Science Weekly online option to buy printed weekly publications
- ★ CoreKnowledge PDF- (6 units) Goes Beyond NGSS
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SOCIAL STUDIES

- ★ Studies Weekly - online & option to buy printed weekly publications
- ★ myWorld Interactive Social Studies-print & online SAVVAS Pricing
- ★ Florida Virtual Online School virtual teacher led ($475/course)

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2ND GRADE

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES- full year package

- ★ Moving Beyond the Page (ages 6-8) *supplement to satisfy CA standards when necessary
- ★ Bookshark Level Level C with Saxon Math (choosing curriculum)
  *students need to work at this bookshark level to meet grade level standards

Please see the WIN and GATE recommendations

ENGLISH LANGUAGE ARTS

Complete ELA Options
★ Blackbird & Company, Online Classes and Support
★ McRuffy Language Arts, McRuffy Handwriting
★Florida Virtual Online School virtual teacher led ($475/course) Ordering Instructions

A La Carte Options: Choose one from each column				
Writing Composition	phonics	Literature	Spelling/Vocab	Handwriting
★ Winning with Writing level 2 ★ Black Bird	★ All About Reading Level 3 (placement test for level 3 or level 4) If new to All About Letter Tiles (Only purchase one time)	★ 5-6 Little Novel Ties	★ All About Spelling (placement test) ★ Wordly Wise 3000	★ Handwriting without Tears ★ McRuffy Handwriting Book
★ Essentials in Writing level 2				
	★ The Logic of English: Foundations, Levels C and D (placement Test)			

MATHEMATICS

- ★ Math Mammoth Light Blue Series - print- Tips and Tricks
- ★ McRuffy Press Color Math - print - Tips and Tricks
- ★ Dimensions + Dimensions At Home + manipulative- print - Tips and Tricks
- ★ Saxon + manipulative kit- print - Tips and Tricks
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SCIENCE

- ★ Exploring the Building Blocks of Science + Kit with Science Weekly online and print
- ★ McRuffy Press Science print
- ★ Science Weekly online & option to buy printed weekly publications
- ★ CoreKnowledge (6 units) Goes Beyond NGSS
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SOCIAL STUDIES

- ★ Studies Weekly - online & option to buy printed weekly publications
- ★ myWorld Interactive Social Studie- print & online SAVVAS Pricing
- ★ Florida Virtual Online School virtual teacher led ($475/course)

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3RD GRADE

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES

- ★ Moving Beyond the Page (ages 7-9) *supplement to satisfy CA standards when necessary
- ★ Bookshark Level Level_D with Saxon Math (choosing curriculum)
  *students need to work at this bookshark level to meet grade level standards

Please see the WIN and GATE recommendations

ENGLISH LANGUAGE ARTS

Complete ELA Options
★ Blackbird & Company curriculum. Online Classes and Support
★ McRuffy Language Arts, McRuffy Handwriting *Must start with the preschool Language Arts curriculum prior to the Kindergarten Phonics and Reading
★Florida Virtual Online School ($475/course) virtual teacher led Ordering Instructions

A La Carte Options: Choose one from each column				
Writing Composition	Phonics/Grammar	Literature	Spelling/Vocab	Handwriting/typing
★ Winning with Writing ★ Black Bird	★ All About Reading Level 4 print If new to All About Letter Tiles (Only purchase one time) ★ Growing with Grammar	★ 5-6 Little Novel Ties	★ All About Spelling (placement test) ★ ★ Wordly Wise 3000	★ Handwriting without Tears (cursive) ★ McRuffy Handwriting Book ★ Typing.com ★ Others...
★ Essentials in Writing level 3				
	★ The Logic of English: Essentials 1-15 (placement Test)			

MATHEMATICS

- ★ Math Mammoth Light Blue Series + Skills Review WB (Tips and Tricks)
- ★ Dimensions + Dimensions At Home +manipulative (Tips and Tricks)
- ★ McRuffy Press Color Math (Tips and Tricks)
- ★ Saxon + manipulative kit + Nicole the Math Lady (Tips and Tricks)
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SCIENCE

- ★ McRuffy Press Science
- ★ Science Studies Weekly online & option to buy printed weekly publications
- ★ CoreKnowledge PDF- (6 units) Goes Beyond NGSS
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SOCIAL STUDIES

- ★ Studies Weekly - online & option to buy printed weekly publications
- ★ myWorld Interactive Social Studies- print & online SAVVAS Pricing
- ★ Florida Virtual Online School virtual teacher led ($475/course)

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4TH GRADE

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES

- ★ Moving Beyond the Page (ages 8-10) *supplement to satisfy CA standards when necessary
- ★ Bookshark Level Level E with Saxon Math
  *students need to work at this bookshark level to meet grade level standards
- ★ Bright Thinker (demo) parent-led; online & printed packet

Please see the WIN and GATE recommendations

ENGLISH LANGUAGE ARTS

Complete ELA Options
★ Blackbird & Company curriculum, Online Classes and Support
★ McRuffy Language Arts, McRuffy Handwriting
★Florida Virtual Online School ($475/course) virtual teacher led Ordering Instructions

A La Carte Options: Choose one from each column				
Writing Composition	Grammar	Literature	Spelling/Vocab	Handwriting/typing
★ Winning with Writing ★ Black Bird	★ Growing with Grammar	★ 5-6 Novel Ties ★ 5-6 MBTP Novel Units ages 8-10	★ All About Spelling (placement test) ★ Soaring with Spelling ★ Wordly Wise 3000	★ Handwriting Book ★ Handwriting without Tears (cursive) ★ Typing.com
★ Essentials in Writing- Level 4				
	★ The Logic of English: Essentials 16-30 (placement Test)			

MATHEMATICS

- ★ Math Mammoth Light Blue Series set w/ Skills Review + Answer Key (Tips and Tricks)
- ★ Dimensions + Dimensions At Home + manipulative (Tips and Tricks)
- ★ McRuffy Press Color Math (Tips and Tricks)
- ★ Saxon + Nicole the Math Lady + manipulative kit (Tips and Tricks)
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SCIENCE

- ★ McGraw Hill *Inspire Science*, Grade 4 + Teacher Edition - print & digital
- ★ Science Studies Weekly- online & option to buy printed weekly publications
- ★ CoreKnowledge PDF- (6 units) Goes Beyond NGSS
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SOCIAL STUDIES

- ★ California History Teacher
- ★ Book Shark: CA LapBook
- ★ Studies Weekly - online option to buy printed weekly publications
- ★ myWorld Interactive Social Studies- print & online SAVVAS Pricing
- ★ Florida Virtual Online School virtual teacher led ($475/course)

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5TH GRADE

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES-full year package

- ★ Moving Beyond the Page (ages 9-11) *supplement to satisfy CA standards when necessary
- ★ Bookshark Level Level F with Saxon Math
  *students need to work at this bookshark level to meet grade level standards
- ★ Bright Thinker-parent-led; online & optional printed packet

Please see the WIN and GATE recommendations

ENGLISH LANGUAGE ARTS

Complete ELA Options
★ Blackbird & Company curriculum, Online Classes and Support
★ McRuffy Fifth Grade Complete ELA Package, McRuffy Handwriting
★Florida Virtual Online School ($475/course) virtual teacher led Ordering Instructions

A La Carte Options: Choose one from each column				
Writing Composition	**Grammar**	**Literature**	**Spelling/Vocab**	**Handwriting/typing**
★ Winning with Writing ★ Black Bird	★ Growing with Grammar ★ McRuffy Language & Grammar Set	★ 5-6 Novel Ties ★ 5-6 GreatWorks Guides ★ MBTP LIterature Package ages 9-11	★ Soaring with Spelling ★ All About Spelling (placement test) ★ Wordly Wise 3000	★ McRuffy Handwriting Book ★ Handwriting without Tears (cursive) ★ Typing.com
★ Essentials in Writing - Level 5				

MATHEMATICS

- ★ Math Mammoth Light Blue Series set w/ Skills Review + Answer Key (Tips and Tricks)
- ★ Dimensions Math +Dimensions At Home + manipulatives (Tips and Tricks)
- ★ McRuffy Press Color Math (Tips and Tricks)
- ★ Saxon + Nicole the Math Lady + manipulative kit (Tips and Tricks)
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SCIENCE

- ★ Science Studies Weekly- online & option to buy printed weekly publications
- ★ McGraw Hill *Inspire Science*, Grade 5 + Teacher Edition- print & digital
- ★ CoreKnowledge PDF- (6 units) Goes Beyond NGSS
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SOCIAL STUDIES

- ★ Weekly Studies-, online option to buy printed weekly publications
- ★ Moving Beyond the Page, Social Studies Package, Ages 9-11 -
- ★ myWorld Interactive Social Studies - print & online SAVVAS Pricing
- ★ Florida Virtual Online School virtual teacher led ($475/course)

revised 3/31/25-VF

6TH GRADE

ELEMENTARY PERSONALIZED PATH

CROSS CURRICULAR ALL-SUBJECT PACKAGES-full year package

- ★ Moving Beyond the Page (ages 10-12) *supplement to satisfy CA standards when necessary
- ★ Bookshark Level Level G with Saxon Math
  *students need to work at this bookshark level to meet grade level standards
- ★ Bright Thinker- parent-led; (demo)- online and optional paper packet

Please see the WIN and GATE recommendations

ENGLISH LANGUAGE ARTS

Complete ELA Options
★ Blackbird & Company curriculum, Online Classes and Support
★Florida Virtual Online School ($475/course) virtual teacher led Ordering Instructions

A La Carte Options: Choose one from each column				
Writing Composition	**Grammar**	**Literature**	**Spelling/Vocab**	**Typing**
★ Winning with Writing ★ Black Bird	★ Growing with Grammar ★ Need another option	★5-6 Novel Ties plus corresponding novels ★MBTP Literature Package ages 10-12	★ Soaring with Spelling ★ All About Spelling (placement test) ★ Wordly Wise 3000	★ Typing.com
★ Essentials in Writing- Level 6				

MATHEMATICS

- ★ Math Mammoth Light Blue Series set w/ Skills Workbook + answer key (Tips and Tricks)
- ★ Dimensions Math + Dimensions At Home (Tips and Tricks)
- ★ Saxon Math 7/6 Homeschool kit + Nicole the Math Lady (Tips and Tricks)
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SCIENCE- Earth Science or or Integrated Science

- ★ Bookshark Science Level G
- ★ McGraw Hill: Grade 6 Integrated Inspire Science Student Edition + teacher book print & digital
- ★ CoreKnowledge PDF- (6 units) Goes Beyond NGSS
- ★ Florida Virtual Online School virtual teacher led ($475/course)

SOCIAL STUDIES

- ★ Weekly Studies- online & option to buy printed weekly publications
- ★ Cengage Learning National Geographic World History Ancient Civilizations (CA Ed.) ISBN# 978- 13371 - 10792
- ★ Moving Beyond the Page, Social Studies Package, Ages 11-13
- ★ myWorld Interactive Social Studies - print & online SAVVAS Pricing
- ★ Florida Virtual Online School virtual teacher led ($475/course)

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Continued Approved Curriculum for 7th/8th Grade

ENGLISH LANGUAGE ARTS:

- ★ Moving Beyond the Page
- ★ Bright Thinker English

MATHEMATICS:

- ★ Saxon Math Homeschool
- ★ Bright Thinker Math

SCIENCE:

- ★ McGraw Hill: Integrated Inspire Science
- ★ Bright Thinker Science

SOCIAL STUDIES:

- ★ Moving Beyond the Page, Social Studies Package
- ★ National Geographic Learning (Cengage)
- ★ Bright Thinker Social Studies

7TH GRADE

SECONDARY PERSONALIZED PATH RECOMMENDATIONS

ENGLISH LANGUAGE ARTS: Literature, grammar, vocabulary, and composition

- ★ Essentials in Writing with scoring service *plus* Essentials in Literature (digital or print version) plus Wordly Wise 3000 Grade 7
- ★ Moving Beyond the Page Literature Package ages 11-13 plus Wordly Wise 3000 Grade 7- print
- ★ McGraw Hill StudySync ELA Grade 7 Reading and Writing Units and Novel Bundle - print & digital
- ★ Bright Thinker English 7 ETL Course - online self-paced (demo) with twice weekly live class

MATHEMATICS: Number sense, algebraic thinking, geometry, fractions, decimals, & percents

- ★ Thinkwell Homeschool 7th Grade Math plus Printed Worksheets, Printed Quizzes & Answer Sheets* - print or online; "Optional Live Tutoring" recommended
- ★ Live Online Math Pre-Pre- Algebra* - online live
- ★ Saxon Math Homeschool 8/7 w/ Mastering Algebra Package*- print with digital license
- ★ Bright Thinker Math 7 ETL Course - online self-paced (demo) with twice weekly live class

SCIENCE: Life Science or Integrated Science with scientific inquiry and labs

- ★ Oak Meadow Basic Life Science 6 bundle**- print; traditional science model *(meets 7th grade standards)*
- ★ Elemental Science: Logic Stage Biology bundle- print; traditional science model***
- ★ McGraw Hill: Grade 7 Integrated Inspire Science Student Edition and teacher book**- print & digital; integrated science model (samples/pricing)
- ★ Bright Thinker Science 7 ETL Course - online self-paced (demo) with twice weekly live class; integrated model

SOCIAL STUDIES: World History 1100 AD- 1750 AD (Medieval and Renaissance)

- ★ Moving Beyond the Page, Social Studies Package, Ages 11-13 - print
- ★ History Odyssey Level 2: Middle Ages plus Kingfisher Encyclopedia and book list - print
- ★ National Geographic Learning (Cengage) World History Medieval and Early Modern Times textbook (CA Ed.) - print (ISBN# 978-13371-10808)
- ★ Bright Thinker Social Studies 7 ETL Course - - online self-paced (demo) with twice weekly live class

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- ➔ Junior High SOAR Honors Program Requirements
- ➔ Junior High Students Requesting High School Courses: See the school handbook for the eligibility policy
- ➔ Excel Teacher Led (ETL) Classes Schedule 2025-26 including registration information

**Use the publisher's placement test before placing your order.*
*** Lab Component/Kit needs to be purchased separately*
****Require supplemental materials to meet standards. Speak with your ToR*

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8TH GRADE

SECONDARY PERSONALIZED PATH RECOMMENDATIONS

ENGLISH LANGUAGE ARTS: Literature, grammar, vocabulary, and composition

- ★ Essentials in Writing with scoring service *plus* Essentials in Literature (digital or print version) plus Wordly Wise 3000 Grade 8
- ★ Moving Beyond the Page Literature Package ages 12-14 plus Wordly Wise 3000 Grade 8 - print
- ★ McGraw Hill StudySync ELA Grade 8 Reading & Writing Units and Novel Bundle - digital & print
- ★ Bright Thinker English 8 ETL Course - online self-paced (demo) with twice weekly live class

MATHEMATICS- Rational & irrational numbers, equations, proportions, linear functions and systems, geometric properties, measurements, and statistics

- ★ Thinkwell Homeschool 8th Grade Math (Prealgebra) plus Printed Worksheets, Printed Quizzes & Answer Sheets* - print or online; "Optional Live Tutoring" recommended
- ★ Live Online Math Pre-Algebra* - online live
- ★ Saxon Math Algebra 1/2 Homeschool Kit with Solutions and Saxon Teacher *- print/digital
- ★ Bright Thinker Math 8 ETL Course - online self-paced (demo) with twice weekly live class

For advanced, pre-approved students, see the Grade 9 Menu for Algebra options.

SCIENCE: Physical Science or Integrated Science with scientific inquiry and labs

- ★ Oak Meadow Grade 8 Physical Science Bundle - print; traditional science model
- ★ Elemental Science Logic Stage: Chemistry Bundle or Physics bundle - print; traditional science model***
- ★ McGraw Hill: Grade 8 Integrated Inspire Science Student Edition Bundle and teacher edition** - print & digital; integrated science model (samples/ pricing)
- ★ Bright Thinker Science 8 ETL Course - online self-paced (demo) with twice weekly live class

SOCIAL STUDIES- United States History 1775- 1900

- ★ Moving Beyond the Page Social Studies Package ages 12-14 - print
- ★ History Odyssey Level 2: Early Modern plus Kingfisher Encyclopedia and book list- print
- ★ National Geographic Learning (Cengage) - American Stories: Beginnings to World War 1 textbook (CA Ed. ISBN# 978-13371-11386) - print
- ★ Bookshark Level I: American History "I" package- print
- ★ Bright Thinker Social Studies 8 ETL Course - online self-paced (demo) with twice weekly live class

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- ➔ Junior High SOAR Honors Program Requirements
- ➔ Junior High Students Requesting High School Courses: See the school handbook for the eligibility policy
- ➔ Excel Teacher Led (ETL) Classes Schedule 2025-26 including registration information

**Use the publisher's placement test before placing your order.*
*** Lab Component/Kit needs to be purchased separately*
****Require supplemental materials to meet standards.*

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9TH GRADE

SECONDARY PERSONALIZED PATH RECOMMENDATIONS

CP ENGLISH 9 A/B: Introductory Literature and Composition

- ★ Essentials in Writing and Literature Level 9 with scoring service - Print or digital
- ★ Write at Home English 9 Conventional or Classic Version - Asynchronous and online blend
- ★ Oak Meadow - The Hero's Journey Bundle plus Teacher's Manual - Online (live or self-paced)
- ★ Bright Thinker English 9 ETL Course - online asynchronous (demo) with twice weekly live class
- ★ Blackbird and Company- Grade 9 Collection- Print

Do you need more flexibility with English Literature choices? Ask your ToR about a customized class.

CP ALGEBRA I A/B

- ★ Saxon Algebra I Homeschool Kit with Solutions plus Saxon Teacher - Print/digital
- ★ Mr. D Math - Algebra 1 - online: live or self-paced
  Mr. D Math starts before Excel's first day of school; families will need to pay for August out-of-pocket.
- ★ Thinkwell Algebra 1 plus Printed Quizzes & Answer Key, Companion Book, Vol 1 (Ch. 1 – 5) & Companion Book, Vol 2 (Ch. 6-10 - Online & self-paced; "Optional Live Tutoring" is recommended
- ★ Bright Thinker Algebra 1 ETL Course - online asynchronous (demo) with twice weekly live class

CP BIOLOGY with LAB A/B

- ★ Oak Meadow - Biology with Lab Course Package with Teacher/Answers Edition - Print
- ★ Elemental Science Biology for High School plus three required texts (free) and lab kit - print (*Free eBook version available*)
- ★ Glencoe (McGraw Hill) Biology* - Textbook, Teacher Edition and lab kit (pricing)
- ★ Bright Thinker Biology ETL Course - online asynchronous (demo) with twice weekly live class

PHYSICAL EDUCATION 9 A/B

See the High School Catalog for specific information about physical education requirements.

CHOOSE 1-2 ELECTIVES

See the *High School Course Catalog* for elective options and curriculum choices for those classes.

- ➔ Do you need more options? See the High School Curriculum Handbook for ***additional*** curriculum choices.
- ➔ Honors, Advanced and Concurrent Enrollment in college: See the school handbook for the eligibility policy
- ➔ Excel Teacher Led (ETL) Classes Schedule 2025-26 including registration information

10TH GRADE

SECONDARY PERSONALIZED PATH RECOMMENDATIONS

CP ENGLISH 10: World Literature and Composition

- ★ Essential in Writing and Literature Bundle Level 10 with scoring service - Print or digital
- ★ Oak Meadow - World Literature: Classics plus Teacher's Manual - Print
- ★ Write at Home English 10 Conventional or Classic Version - Asynchronous and online blend
- ★ Bright Thinker English 10 ETL Course - online self-paced (demo) with twice weekly live class

Do you need more flexibility with English Literature choices? Ask your ToR about a customized class.

CP GEOMETRY

- ★ Saxon Math Geometry Homeschool Kit with Solutions Manual plus Saxon Teacher - Print/digital
- ★ Mr. D Math Geometry - Online: Live or self-paced
  Mr. D Math starts before Excel's first day of school; families will need to pay for August out-of-pocket.
- ★ Live Online Math: Geometry plus optional tutoring time- Live online or self-paced/pre-recorded
- ★ Bright Thinker Geometry ETL Course - online self-paced (demo) with twice weekly live class

CP CHEMISTRY with LAB

- ★ Glencoe Chemistry: Matter and Change (2013)* (Print) plus notebook, Teacher Edition and lab kit
- ★ Oak Meadow - Chemistry w/ Lab Course Package plus Teacher Edition - Print
- ★ Elemental Science- Chemistry for High School plus three required texts (free) and lab kit- print
- ★ Bright Thinker Chemistry ETL Course - online self-paced (demo) with twice weekly live class

CP WORLD HISTORY

- ★ McGraw Hill - Impact: Modern World History plus teacher's edition (samples/pricing)
- ★ The Classical Historian - Modern World History bundle plus The Western Experience textbook plus Global History & Geography: Readings and Documents- Print (*all components required)*
- ★ Bright Thinker World History ETL Course - online self-paced (demo) with twice weekly live class
- ★ Cengage Learning National Geographic World History: Voyages of Exploration - print (ISBN)

CP PHYSICAL EDUCATION 10

400 minutes (40 minutes per day) of physical education required every 10 days

CHOOSE 1 ELECTIVE from one of these categories:

- WORLD LANGUAGE
- VISUAL AND PERFORMING ARTS
- CAREER AND TECHNICAL EDUCATION

See the *High School Course Catalog* for elective options and curriculum choices for those classes.

- ➔ Do you need more options? See the High School Curriculum Handbook for ***additional*** curriculum choices.
- ➔ Honors, Advanced and Concurrent Enrollment in college: See the school handbook for the eligibility policy
- ➔ Excel Teacher Led (ETL) Classes Schedule 2025-26 including registration information

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11TH GRADE

SECONDARY PERSONALIZED PATH RECOMMENDATIONS

CP ENGLISH 11 or American Literature and Composition

- ★ Essentials in Writing and Literature Level 11 with scoring service - Print or digital
- ★ Oak Meadow - American Literature: Classics plus teacher's guide - Print
- ★ Write at Home English 11 Conventional or Classic Version - Asynchronous and online blend
- ★ Bright Thinker English 11 ETL Course - online self-paced (demo) with twice weekly live class

Do you need more flexibility with English Literature choices? Ask your ToR about a customized class.

CP ALGEBRA II

- ★ Saxon Math Algebra 2 Homeschool Kit with Solutions Manual plus Saxon Teacher - Print/digital
- ★ Mr. D Math - Algebra 2 -Online: Live or self-paced
  Mr. D Math starts before Excel's first day of school; families will need to pay for August out-of-pocket.
- ★ Miss Crady the Math Lady - Algebra 2 - In-person class or self-paced online program
- ★ Bright Thinker Algebra II ETL Course - online self-paced (demo) with twice weekly live class

CP PHYSICS with LAB

- ★ McGraw Hill Inspire Physics Bundle, Teacher Edition and lab kit- Digital (pricing)
- ★ Oak Meadows Physics Course Package plus Teacher Edition (recommended)* - Print
- ★ Bright Thinker Physics ETL Course - online self-paced (demo) with twice weekly live class

CP UNITED STATES HISTORY

- ★ Making America Vols. 1 & 2 or all-in-one - Print
- ★ Bright Thinker US History ETL Course - online self-paced (demo) with twice weekly live class
- ★ Cengage National Geographic- America Through the Lens - print

CHOOSE 2 ELECTIVES according to your four-year-plan.

See the *High School Course Catalog* for elective options and curriculum choices for those classes.

- ➔ Do you need more options? See the High School Curriculum Handbook for ***additional*** curriculum choices.
- ➔ Honors, Advanced and Concurrent Enrollment in college: See the school handbook for the eligibility policy
- ➔ Excel Teacher Led (ETL) Classes Schedule 2025-26 including registration information

12TH GRADE

SECONDARY PERSONALIZED PATH RECOMMENDATIONS

CP ENGLISH 12 or British Literature and Composition

- ★ Oak Meadow - British Literature Course Package plus teacher's edition - Print
- ★ Write at Home English 9 Conventional or Classic Version - Asynchronous and online blend
- ★ Bright Thinker English 12 ETL Course - online self-paced (demo) with twice weekly live class

Do you need more flexibility with English Literature choices? Ask your ToR about a customized class.

CP PRECALCULUS

- ★ Miss Crady the Math Lady - Online self-paced
- ★ Saxon Advanced Math Homeschool Kit with solutions manual plus Saxon Teacher - Print & digital
- ★ Thinkwell - PreCalculus plus Workbook- Online & self-paced; "Optional Live Tutoring" recommended
- ★ Bright Thinker Precalculus ETL Course - online self-paced (demo) with twice weekly live class

CP GOVERNMENT (1 semester) AND CP ECONOMICS (1 semester)

- ★ McGraw Hill - Impact: Economic plus teacher's edition- Print & digital options (samples/ pricing)
- ★ Oak Meadow Government Student Coursebook, Teacher Guide and McGraw-Hill United States Textbook (all required)- Print (pricing)
- ★ Bright Thinker Government (fall) and Economics (spring): ETL Course - online self-paced (demo) with twice weekly live class
- ★ Cengage National Geographic American Government - print
- ★ Cengage National Geographic Principles of Economics - print (this is an advanced text)

COLLEGE PREP SCIENCE WITH LAB elective

- ★ **EARTH SCIENCE:** Earth Science for High School* with Worksheets and Teacher Edition with Assessments - Digital
- ★ **EARTH SCIENCE:** Glencoe Earth Science: Geology, the Environment, & the Universe (2017)* plus Teacher's Edition- Print and digital
- ★ **ENVIRONMENTAL SCIENCE:** Oak Meadow Environmental Science Bundle- Print
- ★ **ANATOMY**: BrightThinker Anatomy & Physiology- online self-paced.

CHOOSE 1-2 ELECTIVES according to your four-year-plan.

See the *High School Course Catalog* for elective options and curriculum choices for those classes.

* *Lab Component/Kit needs to be purchased separately*

- ➔ Do you need more options? See the High School Curriculum Handbook for ***additional*** curriculum choices.
- ➔ Honors, Advanced and Concurrent Enrollment in college: See the school handbook for the eligibility policy
- ➔ Excel Teacher Led (ETL) Classes Schedule 2025-26 including registration information

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Excel Academy High School
Cleared Curriculum Handbook 2025-2026

last update 5/9/2025

Important links

[9-12 Curriculum Menus](#)
[HS ETL Course Schedule](#)
[Science Lab Kit Options](#)
[Honors Requirements](#)
[Bright Thinker](#)
[Imagine Learning](#)

MAJOR UPDATES TO 2025/2026:

1. The following are no longer cleared content providers for Excel Academy Charter School:
    a. Florida Virtual School/Flexpoint Academy
    b. UC Scout
2. Digital Photography will be offered as both a synchronous or an asynchronous CTE class.
3. New curriculum will only be vetted during Spring Semester for the upcoming school year.

Helpful definitions

CP: This denotes “College Prep” curriculum, which is standards based, in-house curriculum outline that allows students to customize their courses using a variety of curriculum options and earn a-g eligibility credit towards the 15 required a-g courses. CP courses will prepare your student for postgraduate education at a two or four-year college.

non-CP: These courses earn graduation credit and meet the course standards, but do not count towards the 15 a-g courses.

CTE: Career and Technical Education courses provide students with hands-on training. This is a great way to learn about a specific career.

a-g: Denotes classes that meet the a-g requirement for the CSU/UC system

ETL: ***Excel Teacher-Led*** Courses are fun, hybrid virtual learning courses being taught by our own Excel Academy teachers! Look through our ETL Course Options using the link below.

Bright Thinker: ***Bright Thinker***- an online asynchronous curriculum platform that can be used as parent-led or with ETL classes.

eDy: ***eDynamic***- an online asynchronous curriculum platform mostly used for electives and CTE courses

IML: ***Imagine Learning*** - an online asynchronous curriculum platform that can be used as parent-led instruction. This company recently changed their name from ***Imagine Learning***. We are updating documents to reflect this.

*Curriculum with an asterisk indicates the textbook is missing a key unit. Please work with your ToR to supplement.

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

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*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

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*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
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** *Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
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**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

ENGLISH

CP English 9 A/B or CP Literature and Composition A/B a-g NCAA

- Blackbird and Company: Grade 9 Collection- print
- Bright Thinker - English I - asynchronous or paper packet
- Essentials in Writing and Literature Level 9 Second Edition Bundle (scoring service optional) - digital or print+digital
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - English Language Arts 9 - online/asynchronous
- Imagine Learning - English Language Arts 9 Honors (no honors grade point/designation) - online/asynchronous
- McGraw Hill - StudySync ELA 9 hybrid subscription program - print and/or digital
- Moving Beyond the Page - High School 1 Full Year Language Arts Package - print
- Oak Meadow - The Hero's Journey Bundle plus Teacher's Manual - print - student must purchase curriculum and not enroll in their school
- Pearson Literature Common Core Grade 9 - student and teacher editions required - print
- Silicon Valley HS Online: English 9, Part 1 & 2
- Write at Home - Classical Track: High School Writing 1, Annual plus Lit 1: The Ancient World - Online (live or self-paced) *Required enrollment form*
- Write at Home - Conventional Track: High School Writing 1, Annual plus Intro to Lit 1 - Online (live or self-paced) *Required enrollment form*

A La Carte Choices: If students do not choose a complete curriculum package, they must follow the Customized English checklist with a minimum of four novels from the reading list.

Writing - all of these require an additional yearlong literature component

- Essentials in Writing, Level 9 (Textbook, Resource Book, Novel, and Online Video Subscription)
- Oak Meadow: Composition 1 + Composition 2
- IEW Structure and Style, Level C
- Write at Home - High School Writing 1, Annual *Required enrollment form*

Literature - all of these require an additional yearlong writing component

- Essentials in Literature Level 9 (Textbook, Resource Book, Novel, and Online Video Subscription)
- Oak Meadow - Latin American Literature (one sem.)
- Oak Meadow- Women's Literature (one sem.)
- Oak Meadow - Word: The Poet's Voice

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- Write at Home - Introduction to Literature 1 - Online (live or self-paced)
- A selection of 6-8 grade appropriate novels with corresponding study guides that meet the standards for English 9 *Required enrollment form*

Grammar/Vocabulary - only needed for supplemental resources
- Critical Thinking Company - Editor in Chief Level 3
- Easy Grammar Ultimate Series: Grade 9
- Grammar for the Well-Trained Mind: Blue Workbook and Key
- Rules for Writers by Diana Hacker
- The Elements of Style Workbook: Writing Strategies with Grammar Book
- Wordly Wise 3000 Student Book 9, 3rd Edition

Honors options: Click here for more information NCAA
Above curricula can be taken for honors designation with additional honors requirements per curriculum content. GPA will not be weighted.

CP English 10 A/B or CP World Literature A/B a-g NCAA

- Bright Thinker - English II - asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Essential in Writing and Literature Bundle Level 10 with scoring service - digital or digital+print
- Imagine Learning- English Language Arts 10 - online/asynchronous
- McGraw Hill - StudySync series hybrid subscription program - print and/or digital
- Oak Meadow - World Literature: Classics, 2nd Edition Course Package with Teacher Edition - print - student must purchase curriculum course package and not enroll in their school
- Pearson - Common Core Literature Grade 10, student and teacher editions required - print
- Silicon Valley HS Online: English 10, Part 1 & 2
- Write at Home - Classical Track: High School Literature 2, The Middle Ages Annual Class (live or self-paced) plus High School 2 Annual Writing Course Online (live or self-paced) *Required enrollment form*
- Write at Home - Conventional Track a-g: High School World Literature Annual Class (live or self-paced) plus High School 2 Annual Writing Course Online (live or self-paced) *Required enrollment form*
- Silicon Valley HS Online: English 10, Part 1 & 2

Honors options: Click here for more information NCAA
Above curricula can be taken for honors credit with additional honors requirements per CP Honors curriculum content

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- Imagine Learning - English Language Arts 10 Honors - online/asynchronous

This course has no Part II; Part I and should be paced to completed over the entire school year.

A La Carte Choices: If students do not choose a complete curriculum package, they must follow the Customized English checklist with a minimum of four novels from the reading list.

Writing - all of these require an additional yearlong literature component

- Write at Home - Conventional Track a-g: High School 2 Annual Writing Course Online (live or self-paced) *Required enrollment form*
- Essentials in Writing, Level 10 (Textbook, Resource Book, Novel, and Online Video Subscription)
- Oak Meadow: Composition 1 + Composition 2 (do not repeat if used in 9th grade)
- Essentials in Writing: Structure and Style, Level C (do not repeat if used in 9th grade)

Literature - all of these require an additional yearlong writing component

- Essentials in Literature Level 10 Bundle (Textbook, Resource Book, Novel, and Online Video Subscription)
- Write at Home - High School Literature 2, The Middle Ages Annual Class(live or self-paced) *Required enrollment form*
- Write at Home - High School World Literature Annual Class (live or self-paced)
- A selection of 6-8 grade appropriate novels with corresponding study guides that meet the standards for English 10 *Required enrollment form*

Grammar/Vocabulary - only needed for supplemental resources

- Easy Grammar Ultimate Series: Grade 10
- The Elements of Style Workbook: Writing Strategies with Grammar Book
- Rules for Writers by Diana Hacker
- Wordly Wise 3000 Student Book 10, 3rd Edition
- Critical Thinking Company - Editor in Chief Level 3
- Grammar for the Well-Trained Mind: Blue Workbook and Key

CP English 11 A/B or CP American Literature A/B a-g NCAA

- Bright Thinker - English III - asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning- English Language Arts 11/American Lit - online/asynchronous
- Essentials in Writing and Literature Level 11 with scoring service - Print or digital
- McGraw Hill - StudySync series hybrid subscription program - print and/or digital
- Oak Meadow - American Literature: The Classics plus teacher's guide - print
- Pearson - Literature Common Core: The American Experience, student and teacher editions required, - print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

- Write at Home - Classical Track: Classical Track: The Modern Era Online (live or self-paced) plus High School 3 Annual Writing Course (live or self-paced) *Required enrollment form*
- Write at Home - Conventional Track a-g: High School American Literature Annual (live or self-paced) plus plus High School 3 Annual Writing Course (live or self-paced) *Required enrollment form*
- Silicon Valley HS Online: English 11, Part 1 & 2

Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per CP Honors curriculum content

- Imagine Learning - English Language Arts 11 Honors - online/asynchronous

This course has no Part II; Part I and should be paced to complete over the entire school year.

A La Carte Choices: If students do not choose a complete curriculum package, they must follow the customized English checklist with a minimum of four novels from the reading list.

Writing - all of these require an additional literature component

- Write at Home - High School 3 Annual Writing Course (live or self-paced) *Required enrollment form*
- Essentials in Writing Level 11 (Textbook, Resource Book, Novel, and Online Video Subscription)

Literature - all of these require an additional yearlong writing component

- Essentials in Literature Level 11 (Textbook, Resource Book, Novel, and Online Video Subscription)
- Write at Home - Classical Track: The Modern Era Online (live or self-paced) *Required enrollment form*
- Write at Home - Conventional Track a-g: High School American Literature Annual (live or self-paced) *Required enrollment form*
- A selection of 6-8 grade appropriate novels with corresponding study guides that meet the standards for English 11

Grammar/Vocabulary - only needed for supplemental resources

- Easy Grammar Ultimate Series Grade 11 Set
- The Elements of Style Workbook: Writing Strategies with Grammar Book
- Rules for Writers by Diana Hacker (reference only)
- Wordly Wise 3000 Student Book 11, 3rd Edition

CP English 12 A/B or CP British Literature A/B a-g NCAA

- Bright Thinker - English IV - asynchronous or paper packet

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded. .
- Imagine Learning - English Language Arts 12/British Lit - online/asynchronous
- Essentials in Writing and Literature Level 12 with scoring service - print or digital
- McGraw Hill - StudySync series hybrid subscription program - print and/or digital
- Oak Meadow - British Literature Course Package plus teacher's edition - print - student must purchase curriculum and not enroll in their school
- Pearson - Literature Common Core: The British Tradition, student and teacher editions required - print
- Write at Home - Classical Track: High School Literature: The Renaissance (live or self-paced) plus High School Writing 4, Annual (live or self-paced) *Required enrollment form*
- Write at Home - Conventional Track: High School British Literature- Online (live or self-paced) plus High School Writing 4, Annual (live or self-paced) *Required enrollment form*
- Silicon Valley HS Online: English 12, Part 1 & 2

Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per curriculum content.

- Imagine Learning - English Language Arts 12 Honors - online/asynchronous

This course has no Part II; Part I and should be paced to complete over the entire school year.

A La Carte Choices: If students do not choose a complete curriculum package, they must follow the customized English checklist with a minimum of four novels from the reading list.

Writing - all of these require an additional literature component

- Write at Home - High School Writing 4, Annual (live or self-paced) *Required enrollment form*
- Essentials in Literature Level 12 (Textbook, Resource Book, Novel, and Online Video Subscription)

Literature - all of these require an additional yearlong writing component

- Essentials in Literature Level 12 Bundle (Textbook, Resource Book, Novel, and Online Video Subscription)
- Write at Home - Classical Track: High School Literature: The Renaissance Online (live or self-paced) *Required enrollment form*
- Write at Home - Conventional Track: High School British Literature- Online (live or self-paced) *Required enrollment form*
- A selection of 6-8 grade appropriate novels with corresponding study guides that meet the standards for English 12

Grammar/Vocabulary - only needed for supplemental resources

- Easy Grammar Ultimate Series Grade 12 Set
- The Elements of Style Workbook: Writing Strategies with Grammar Book
- Rules for Writers by Diana Hacker (reference only)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- Wordly Wise 3000 Student Book 12, 3rd Edition

AP English Language and Composition A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

AP English Literature and Composition A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

MATH

Pre-Algebra A/B

Honors option not available for this class

- Art of Problem Solving (AopS) - Pre Algebra (use online, textbook, or AoPS Academy)
- Glencoe - Pre Algebra - print
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- High School Math Live Pre-Algebra I - live/online or online/asynchronous
- # Live Online Math - Pre Algebra - live/online or online/asynchronous
- Miss Crady The Math Lady - Pre Algebra - online / asynchronous
- Mr. D - Pre Algebra - online/asynchronous
- Saxon - Algebra ½ - print
- Starline Press - Pre Algebra - print
- Teaching Textbooks - Pre Algebra 4.0 - digital
- *Thinkwell - Pre Algebra - online/asynchronous

CP Algebra 1 A/B a-g NCAA

Honors option not available for this class

- Amsco (division of Perfection Learning) - Algebra 1 - print
- *Art of Problem Solving (AoPS) - Algebra 1 (use online, textbook, or AoPS Academy)
- Bright Thinker - Algebra I - asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - Algebra I - online/asynchronous
- High School Math Live Algebra I - live/online or online/asynchronous
- # Live Online Math - Algebra 1 - live/online or online/asynchronous
- McGraw Hill - Glencoe Algebra 1, Bundle - print
- Miss Crady The Math Lady - Algebra 1 - online / asynchronous
- Mr. D - Algebra 1 - online/asynchronous
- Oak Meadow - Algebra 1 - print (Uses Saxon curriculum))
- Saxon - Algebra 1, 3rd edition - print
- *Teaching Textbooks - Algebra 1 4.0 - digital
- *Thinkwell w/ printed quizzes and answer keys + printed worksheets - Algebra 1 - online/asynchronous
- Silicon Valley HS Online:- Algebra 1 Part 1 & 2- online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

CP Extended Algebra 1 (A/B, C/D) a-g

Honors option not available for this class

This Algebra 1 course should include the following components by utilizing the first half of the text in year 1 & second half in year.

- Bright Thinker - Algebra I Accommodated- online
- Saxon - Algebra 1 - print
- Teaching Textbooks - Algebra 1 4.0 - digital[1]

CP Geometry A/B a-g NCAA

Honors option not available for this class

:

- Amsco (division of Perfection Learning) - Geometry - print
- *Art of Problem Solving (AopS) - Geometry (use online, textbook, or AoPS Academy)
- Bright Thinker - Geometry - asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - Geometry online/asynchronous
- *Geometry: Seeing, Doing, Understanding by Harold Jacobs - print
- High School Math Live Geometry - live/online or online/asynchronous
- # Live Online Math - Geometry - live/online or online/asynchronous
- McGraw Hill - Geometry Bundle - print
- *Miss Crady The Math Lady - Geometry - online/asynchronous
- Mr D - Geometry - online/asynchronous
- Oak Meadow - Geometry - print (Uses Saxon Curriculum)
- Saxon - Geometry - print
- *Teaching Textbooks - Geometry 4.0 - digital
- *Thinkwell w/ printed quizzes and answer keys + printed worksheets- Geometry - online/asynchronous
- Silicon Valley HS Online: Geometry Part 1 & 2 - online/asynchronous

[1] *Students using Teaching Textbooks will need to purchase the curriculum two-years in a row. At the beginning of Extended Algebra C/D, they have to call customer service to set the starting point at halfway so they do not lose their progress.*

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*

** *Course does not include a lab component, laboratory curriculum must be added to the curriculum.*

Not recommended for students with IEP accommodations for work extensions.

CP Algebra 2 A/B a-g NCAA

Honors option not available for this class

- Amsco (division of Perfection Learning) - Algebra 2 - print
- Bright Thinker - Algebra II - asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - Algebra II - online/asynchronous
- High School Math Live Algebra II - live/online or online/asynchronous
- # *Live Online Math - Algebra II - live/online or online/asynchronous
- McGraw Hill - Algebra 2, Common Core Edition - print
- Miss Crady The Math Lady - Algebra 2 - online / asynchronous
- Mr D - Algebra 2 - online/asynchronous
- Oak Meadow - Algebra II - print (Uses Saxon Curriculum)
- Saxon - Algebra 2, 3rd Edition; Algebra 2, Homeschool Kit, 3rd Edition - print
- *Teaching Textbooks - Algebra 2 4.0 - digital
- *Thinkwell - Algebra 2 w/ printed quizzes and answer keys & printed worksheets - online/asynchronous
- Silicon Valley HS Online: Algebra 2, Part 1 & 2 - online/asynchronous

CP PreCalculus A/B a-g NCAA

- Amsco (division of Perfection Learning) - PreCalculus - print
- Bright Thinker - PreCalculus - asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - PreCalculus - online/asynchronous
- High School Math Live Precalculus with trigonometry - live/online or online/asynchronous
- # *Live Online Math - PreCalculus - live/online or online/asynchronous
- McGraw Hill - PreCalculus, Common Core Edition - print
- Miss Crady The Math Lady - PreCalculus - online / asynchronous
- Oak Meadow - Advanced Mathematics - print (Uses Saxon Curriculum)
- Pearson - PreCalculus, 6th ed (2013) - print
- Saxon - Advanced Mathematics - print
- *Teaching Textbooks (including Appendices) - PreCalculus 4.0 - digital
- *Thinkwell - PreCalculus w/ printed worksheets- online/asynchronous
- Silicon Valley HS Online: Precalculus, Part 1 & 2 - online/asynchronous

CP Honors options: Click here for more information

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

Above curricula can be taken for honors credit with additional honors requirements per curriculum content.

- Imagine Learning- PreCalculus Honors - online/asynchronous
- Bright Thinker - PreCalculus - ETL hybrid class

This course has no Part I & Part I and should be paced to complete over the entire school year. school year.

CP Honors Calculus A/B a-g NCAA

- *Art of Problem Solving (AoPS) - Calculus (textbook or asynchronous; AoPS Academy is not currently cleared)
- High School Math Live Calculus I - live/online or online/asynchronous
- Saxon - Calculus Homeschool Kit - print
- Mr D. Math- Calculus 1

CP Integrated Math I A/B a-g

Honors option not available for this class

- Imagine Learning - Mathematics I - online/asynchronous
- Big Ideas - Integrated Math - online/asynchronous
- Silicon Valley HS Online: Integrated Math 1, Part 1 & 2 - online/asynchronous

CP Integrated Math II A/B a-g

Honors option not available for this class

- Imagine Learning - Mathematics II - online/asynchronous
- Big Ideas - Integrated Math II - online/asynchronous
- Silicon Valley HS Online: Integrated Math 2, Part 1 & 2 - online/asynchronous

CP Integrated Math III A/B a-g

Honors option not available for this class

- Imagine Learning - Common Core Mathematics III - online/asynchronous
- Big Ideas - Integrated Math III - online/asynchronous
- Saxon- Advanced Math- textbook (If using this text for IM3, Pre-Calculus is recommended course progression due to the lack of pre-calculus standards in this text
- Silicon Valley HS Online: Integrated Math 3, Part 1 & 2 - online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

CP Statistics & Probability α-g

- Imagine Learning- Statistics and Probability - online/asynchronous
- McGraw Hill - Elementary Statistics, Bundle - print - 2 semesters
- Art of Problem Solving (AoPS) - Intro. to Counting & Probability - 1 semester
- Allan Bluman - Elementary Statistics - 2 semesters
- Mario Triola - Elementary Statistics: HS Edition - 2 semesters

CP Trigonometry α-g

- Imagine Learning - Trigonometry - online/asynchronous
- Thinkwell - Trigonometry - online/asynchronous

AP Calculus AB A/B α-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

Physical Education and Health

Physical Education 9 A/B and 10 A/B

For student who desire a physical education curriculum, the following are cleared:

- Starline Press PE 1 - print
- Starline Press PE 2 - print

PE Requirements:

1. Students will keep a written log of hours spent in physical education activities which will average 40 minutes per day of practice time and will specifically identify new learning or skills practiced each week.
2. Students will write a brief description of learning in paragraph form for every learning period. The log notates what the student did with minutes completed and the paragraph notates the learning and reflection.

Well Written Log Entry[2]	Unacceptable/Poor Log Entry
Student swam, focusing on butterfly kick; Student swam 1.5 miles of breast stroke	Student swam (does not include description)
John played basketball, shooting 3 point shots and working on team offensive drills.	Basketball (no verb, not specific enough)
Student walked 3 miles, focusing on speed and breathing.	Student walked dog (add focus on distance, time, speed)

Criteria for Grading PE

A = Log completed showing 40+ minutes completed per day plus a written reflection.
B = Log completed showing 30-35 minutes completed per day plus a written reflection.
C = Log completed showing 25-30 minutes completed per day plus a written reflection.
D = Log completed showing 20-25 minutes completed per day with or without a written reflection.
F = Log completed showing less than 20 minutes per day along without a written reflection.

[2] A good log entry will include an active verb ("Student ran, swam, dribbled, played, etc...") as well as a description of new learning or skills practiced (5 miles, focusing on butterfly kick, a basketball with alternating hands without looking, defensive midfield during a soccer game)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*

** *Course does not include a lab component, laboratory curriculum must be added to the curriculum.*

Not recommended for students with IEP accommodations for work extensions.

Elective Physical Education A/B

For student in need of a curriculum, the following are cleared:

- eDynamic Learning - Personal Fitness (1 semester/ 5 credits) - online/asynchronous
- Starline Press *PE 1 *if not previously taken - print
- Starline Press *PE 2 *if not previously taken - print
- Bright Thinker- Lifetime Fitness and Wellness Pursuits

1. Students will keep a written log of hours spent in physical education activities which will average 40 minutes per day of practice time and will specifically identify new learning or skills practiced each week.
2. Students will write a brief description of learning in paragraph form for every learning period. The log notates what the student did with minutes completed and the paragraph notates the learning and reflection. Please see the examples listed in PE 9 & 10.

CP Health (includes CHYA)

At this time, Excel Academy currently offers only one Health curriculum, **BrightThinker Health 1.** This limited offering is in response to extensive EdCode requirements for the state of California.

A California compliant Health course will include the following critical areas:

CHYA only

- Human sexuality
- Healthy relationships
- Menstruation
- Birth control
- Pregnancy and reproduction
- Youth health rights
- Understanding human trafficking
- Teen parenting
- Contraception
- Abstinence
- STD/HIV prevention
- Identity/orientation
- Character building

Behavioral Health Component

- Communication and dating
- Signs and symptoms of depression, suicidal thoughts/behaviors, schizophrenia, bipolar disorder, eating disorders, anxiety, and PTSD
- Mental health resources and professional assistance
- Health and academic success
- Mental health challenges across populations, ethnicities, SES, cultures, etc.
- Address mental health stigma

For high school students, the *Health 1* course offered by *Bright Thinker* online curriculum is used to fulfill the CHYA requirement. For middle school students, *Bright Thinker Junior High CHYA Health* course offered by *Bright Thinker* online curriculum to fulfill this requirement.

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
 # Not recommended for students with IEP accommodations for work extensions.

Science

CP Anatomy and Physiology w/ lab A/B a-g

- Bright Thinker- Anatomy and Physiology - online/asynchronous
- eDynamic Learning - Anatomy & Physiology 1a & 1b - online/asynchronous
- McGraw Hill - Understanding Human Anatomy & Physiology (2017) - print
- McGraw Hill - Anatomy and Physiology: The Unity of Form and Function (2018) - print
- McGraw Hill - Hole's Essentials of Human Anatomy & Physiology (2018) - print
- Pearson - Essentials of Anatomy & Physiology (2017) - print
- Pearson - Fundamentals of Anatomy & Physiology (2017) - print

CP Biology with Laboratory A/B a-g NCAA

- Bright Thinker - Biology - asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - Biology - online/asynchronous
- Elemental Science Biology for High School and lab kit - print
- Oak Meadow - Biology with Lab Course Package - Print
- **Glencoe (McGraw Hill) Biology - Print w/ digital Access and Teacher Edition
- **McGraw Hill - Inspire Science: Biology- Comprehensive Student Bundle (2020) - blended print and digital
- **Thinkwell Biology - online/asynchronous
- Silicon Valley HS Online: Biology, Part 1 & 2 - online/asynchronous

Laboratory Curriculum -A lab manual is required unless built into course/curriculum

- ➔ Bright Thinker ETL class- Biology supply list that coordinates with the Excel ETL course
- ➔ Bright Thinker Parent-Led- Biology Kit from Home Science Tools
- ➔ The Home Scientist - Biology for High School
- ➔ Nasco - Biology Lab Kit
- ➔ Quality Science Labs - Biology lab kit & Manual

CP Honors options: Click here for more information
Above curricula can be taken for honors designation with additional honors requirements per curriculum content. GPA will not be weighted.

- Imagine Learning- Biology Honors with Labs - online/asynchronous

This course has no Part I & Part I and should be paced to complete over the entire school year.

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

CP Chemistry with Laboratory A/B a-g NCAA

- Bright Thinker - Chemistry - asynchronous, or paper packet
- **Cengage Learning - Introductory Chemistry(2019) - print/blended
- Imagine Learning- Chemistry with Labs online/asynchronous
- **Elemental Science - Chemistry for High School (Standard course, not survey) with the The Home Scientist Chemistry for High School General Chemistry Lab and Equipment Kit - Online & Print
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- **Glencoe Chemistry: Matter and Change (2013) (Print) plus notebook and Teacher Edition
- **McGraw Hill - Chemistry: Matter and Change (2013) - blended print and digital
- **Holt - Modern Chemistry (2017) - print
- Oak Meadow - Chemistry with Lab Course Package - print
- **Pearson Chemistry by Prentice Hall (2012) -print
- **Savaas Experience Chemistry (2021)- Print (ISBN 9781418852900)
- **Thinkwell Chemistry - online/asynchronous
- Silicon Valley HS Online: Chemistry, Part 1 & 2 - online/asynchronous
- Imagine Learning- Learning Chemistry in the Earth System

Laboratory Curriculum (A lab manual is required unless built into course/curriculum)

- ➔ Bright Thinker ETL class- Chemistry supply list that coordinates with the Excel ETL course
- ➔ The Home Scientist - Compliments Elemental Science - Chemistry for High School
- ➔ HST - General Chemistry Lab and Equipment Kit
- ➔ Nasco - Chemistry Lab Kit
- ➔ Quality Science Labs - MicroChem Kit Standard with Organic Supplement

Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per CP Honors curriculum content

- Imagine Learning - Chemistry Honors with Labs - online/asynchronous
  - *This course has no Part I & Part I and should be paced to complete over the entire school year*

CP Earth Science with Laboratory A/B a-g

- Imagine Learning - Earth and Space Science with Labs - online/asynchronous
- **McGraw Hill - Earth Science: Geology,the Environment, & the Universe (2017) - blended print and digital

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- **Pearson - Earth Science - (2018) 15th Edition - print - Lab component not included; must be added to curriculum

* Course does not include a lab component, laboratory curriculum must be added to the curriculum

Laboratory Curriculum (A lab manual is required unless built into course/curriculum)

- ➔ Nasco - Earth Science Lab Kit w/ lab manual
- ➔ Quality Science Labs - Earth Science Lab Kit

CP Marine Biology with Laboratory A/B α-g NCAA

- Cengage Learning- Aquatic Science - Introduction to Marine Biology (2012) 4th Edition bundle (includes lab manual) - digital, print
- Bright Thinker - Aquatic Science - online/asynchronous
- **Current Publishing Corp - Life On An Ocean Planet (2006) - print
- **eDynamic - Marine Science Secrets of the Blue
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- **McGraw Hill - Marine Biology (2019) - print
- **Walch Education - Marine Biology Textbook: An Introduction to Ocean Ecosystems (2002) - print

Laboratory Curriculum -A lab manual is required unless built into course/curriculum

- ➔ Current Publishing Corp - Life On An Ocean Planet - Laboratory and Activity Manual
- ➔ Walch Education - Marine Biology Lab Manual: An Introduction to Ocean Ecosystems - (2002)

CP Life Science with Laboratory A/B α-g

- Imagine Learning- The Living Earth - online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

CP Physical Science with Laboratory A/B a-g

- Bright Thinker - Integrated Physics and Chemistry - online/asynchronous, or paper packet
- Exploration Education - Advanced Physical Science - blended print and digital
- ** McGraw Hill (2021) - Inspire Science: Physical Science (Grade 9-12) - Comprehensive Student Bundle - blended print and digital

Laboratory Curriculum (A lab manual is required unless built into course/curriculum)

- ➔ Quality Science Labs - Physical Science Kit
- ➔ Nasco Physical Science Lab Kit

CP Physics with Laboratory A/B a-g NCAA

- Accelerate Online Academy- Physics online/asynchronous *Student must **not** enroll in the full-time program.
- Bright Thinker - Physics - online/asynchronous or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - Physics A/B - online/asynchronous
- Imagine Learning - Physics in the Universe - online/asynchronous
- ** Glencoe - Physics: Principles and Problems (2017)
- ** McGraw Hill - Inspire Science: Physics - Comprehensive Student Bundle (2020) - blended print and digital
- ** Oak Meadow - Physics Course - print

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Laboratory Curriculum (A lab manual is required unless built into course/curriculum)

- ➔ Bright Thinker ETL class- Physics supply list that coordinates with the Excel ETL course
- ➔ McGraw Hill - Virtual Physics Labs
- ➔ Quality Science Labs - Physics Lab Kit
- ➔ Nasco Physics Lab Kit

CP Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per curriculum content.

- Imagine Learning - Physics Honors with Labs - online/asynchronous
  - *This course has no Part I & Part I and should be paced to complete over the entire school year.*

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

AP Biology with Lab A/B α-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

Laboratory Curriculum (A lab manual is required unless built into course/curriculum)

- Lab list

*Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.
** Course does not include a lab component, laboratory curriculum must be added to the curriculum.
# Not recommended for students with IEP accommodations for work extensions.

History and Social Studies

CP United States History A/B a-g NCAA

- Bright Thinker - U.S. History - asynchronous, online ETL, or paper packet
- Cengage National Geographic- America Through the Lens - print
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning U.S. History & Geography - online/asynchronous
- Houghton Mifflin - American History: Reconstruction to the Present -Student edition, Teacher's edition Print
- Making America Vols. 1 & 2 or all in one - Print
- McGraw-Hill - United States History & Geography: Modern Times - hybrid subscription program - print and/or digital
- Oak Meadow - US History - student must purchase a textbook covering U.S. history standards in conjunction with this course - print
- Savvas - Project Imagine: US History - print
- Savvas - United States History: Reconstruction to the Present - print
- The Classical Historian - American History Bundle & Teacher Edition, the bundle is primary sources book and textbook - Print
- Write at Home: HS American History *Required enrollment form*
- Silicon Valley HS Online: U.S. History, Part 1 & 2 - online/asynchronous

Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per CP Honors curriculum content

- Imagine Learning - U.S. History & Geography Honors - online/asynchronous

This course has no Part I & Part I and should be paced to complete over the entire school year.

*Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.
** Course does not include a lab component, laboratory curriculum must be added to the curriculum.
# Not recommended for students with IEP accommodations for work extensions.

CP World History A/B a-g NCAA

- Bright Thinker - World History - asynchronous, online ETL, or paper packet
- Bookshark- World History Package - print
- Cengage Learning National Geographic World History: Voyages of Exploration - print (ISBN)
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning- Modern World History - online/asynchronous
- Imagine Learning - World History, Culture, and Geography - online/asynchronous
- McGraw-Hill - IMPACT: Modern World History - series hybrid subscription program - print and/or digital
- McGraw-Hill - World History & Geography: Modern Times (2018) - print and/or digital
- Oak Meadow - World History - print *Please order the updated text (Item# b100901) & Teacher's Manual (Item# 19088-dbk). **Note that the old World History text requires a supplemental syllabus no longer in print.
- Savvas- World History Interactive Modern Era- Print plus digital
- The Classical Historian - Modern World History bundle + textbook The Western Experience + primary sources Global History & Geography: Readings and Documents- Print
- Silicon Valley HS Online: World History, Part 1 & 2 - online/asynchronous
- Write at Home: HS World History *Required enrollment form*

Supplemental + textbook

- World History Project- online self-paced. Students must have a spine textbook to support this online curriculum. Teachers (parents) register for free and can take free PD on how to teach it.

CP Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per curriculum content.

- Imagine Learning - World History Honors - online/asynchronous

This course has no Part I & Part I and should be paced to complete over the entire school year.

- Imagine Learning - World History, Culture, and Geography Honors - online/asynchronous

This course has no Part I & Part I and should be paced to complete over the entire school year.

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

CP Economics α-g NCAA

- Bright Thinker - Economics - asynchronous, online ETL, or paper packet
- Cengage National Geographic Principles of Economics - print (this is an advanced text)
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - Economics - online/asynchronous
- McGraw-Hill - IMPACT: Principles of Economics - StudyBlasts series hybrid subscription program - print and/or digital
- McGraw-Hill - Understanding Economics - print and/or digital
- Oak Meadow- Economics - print

Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per CP Honors curriculum content

- Imagine Learning - Economics Honors - online/asynchronous

CP Government α-g NCAA

- Bright Thinker - U.S. Government - asynchronous, online ETL, or paper packet
- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded.
- Imagine Learning - Principles of American Democracy - online/asynchronous
- McGraw-Hill - United States Government: Our Democracy - print and/or digital
- Oak Meadow - US Government - student must purchase a textbook covering U.S. government standards in conjunction with this course - print
- Savvas - Magruder's American Government - print and/or digital
- Cengage National Geographic American Government - print
- Silicon Valley HS Online: American Government, Part 1 & 2 - online/asynchronous

CP Honors options: Click here for more information
Above curricula can be taken for honors credit with additional honors requirements per curriculum content.

- Imagine Learning- Principles of American Democracy Honors - online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

AP Government A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

AP United States History A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

AP World History: Modern A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

World Languages

CP Spanish A/B a-g NCAA

- **Excel Teacher Led (ETL) class with BrightThinker** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous BrightThinker curriculum. Teacher-graded. (Spanish 1, 2, 3)
- LanguageBird (Live 1:1 online/asynchronous language classes) - may enroll in any language
- Imagine Learning (online/asynchronous courses) - HS Spanish I, II, or III only (not middle school Spanish)
- The German School- (online/hybrid) Spanish only
- Spanish Advantage - online, parent-led course
- Reporteros- Klett Languages - text and student workbook with online materials. Teacher's bundle includes access to the teacher version online learning platform, The Spanish Hub. Spanish I teachers bundle
- *Spanish Now!* Level 1 with audio
- *Spanish Now!* Level 2
- *¡Avancemos!* - Holt McDougal (Levels 1-4)
- Rosetta Stone - Spanish only (Levels 1-4) Students will be required to complete the monthly free packets and answer keys in the Shared Drive from ToR in addition to the online component.
- Breaking the Spanish Barrier, Level 1- 3- print

For Spanish Heritage (Native) Speakers:

- Spanish is Fun!- Perfection Learning
- Mapas- Klett Languages

AP Spanish Language and Culture A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning (online/asynchronous w/teacher oversight)

CP Latin a-g

Latin 1

- Imagine Learning (online/asynchronous w/teacher oversight)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

- Latin 1 Memoria Press Charter First Form Latin plus Memoria Press Charter Second Form Latin - print
- Oxford Latin Course Part 1 (2nd Ed) - print
- McGraw Hill Latin for Americans - print

Latin 2

- Memoria Press Charter Third Form Latin plus Memoria Press Charter Fourth Form Latin - print

Latin 1-3

- Wheelock's Latin, 7th Edition plus workbook, audio and teacher edition - print

Additional World Language Courses [a-g]

- **eDynamic Learning** – Online, asynchronous American Sign Language (ASL) courses.
- **Imagine Learning** – Online language learning with structured lessons.
  - French 1 & 2
  - Chinese 1 & 2
  - German 1 & 2
- **LanguageBird** – Live 1:1 online or asynchronous classes in multiple languages.
  - French
  - German
  - Italian
  - American Sign Language
  - Arabic
  - Hebrew
  - Japanese
  - Korean
  - Mandarin
  - Russian
  - Portuguese
  - ESL
  - Greek
  - Hindi
- **The German School** – Online and hybrid language courses in German and other languages.
  - German 1, 2 and 3

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

Visual and Performing Arts (VAPA)

CP 3D Modeling and Printing a-g

Important Note: This complex class requires ownership or consistent access to a 3D printer, which cannot be purchased with school instructional funds. The software required will not run on a school Chromebook.

- eDynamic - 3D Modeling 1A/B - online/asynchronous

CP Art History/Art Appreciation A/B a-g

- Bright Thinker- Art History - may choose online or paper
- Imagine Learning - Art History I (1 semester/5 credits) - online/asynchronous
- eDynamic Learning - Art in World Cultures (1 semester/ 5 credits) - online/asynchronous
- Houghton Mifflin - Gardner's Art Through the Ages: A Global History - print
- McGraw-Hill - Living with Art by 12th Edition - print
- Pearson - Art of Seeing - print
- Pearson - Art Past Art Present (with MyArtKit Student Access Code Card recommended)
- Brommer - Discovering Art History - print

CP Choreography A/B a-g

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

- Sandra Cerny Minton - Choreography 4th Edition PDF with Web Resource

CP Ceramics A/B a-g

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

CP Dance A/B (Levels 1-4) a-g

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

- McGraw Hill - The Dancer Prepares: Modern Dance for Beginners - print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

- Nora Ambrosio - Learning About Dance: Dance As an Art Form and Entertainment- 8th Edition © 2018 - print
- Helene Sheff- Experiencing Dance from Student To Dance Artist - print

CP Digital and Graphic Design a-g

Important Note: Most editing software required will not run on a school Chromebook.

- Bright Thinker- Graphic Design and Illustration I
- Gatta and Golding - Communicating Through Graphic Design - print
- Dabner - Graphic Design School - printec
- Adobe Education - Graphic Design Software/Program - print

CP Film and Video Production A/B a-g

Important Note: Most editing software required will not run on a school Chromebook.

- Bright Thinker- Audio/Visual Production - online/asynchronous, online ETL, or paper packet
- Focal Press - Video Production Handbook - print
- National Textbook Company - Television Production Today - print
- Petrel Press - Writing For Video - print
- Prentice Hall - The Video Book - print
- Wadsworth Publishing - Media/Impact: An Introduction to Mass Media - print
- Film School 4 Teens - Intro to Filmmaking - online
- Silicon Valley HS Online: Film History Part 1 & 2

CP Instrumental Music A/B (Levels 1-4) a-g

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

- Bert Casey - Acoustic Guitar Primer Book for Beginners: With Online Video and Audio Access (Acoustic Guitar Lessons) - print/digital
- Laurie Riley - Basic Harp for Beginners (2015) - print
- Nicolas Carter - Music Theory: From Beginner to Expert - The Ultimate Step-By-Step Guide to Understanding and Learning Music Theory 3rd Edition - print
- Peter Gelling - Flute Lessons for Beginners: Teach Yourself How to Play Flute -print
- Roger Kaimen - Music: An Appreciation - print
- Will Schmid - Hal Leonard Guitar Method Complete Edition - print
- Ulie Johnson's Guide to AP Music Theory- Print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

CP Musical Theatre A/B a-g

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

- Deer and Dal Vera - Acting in Musical Theatre: A Comprehensive Course - print
- McGraw Hill - Exploring Theater - print

CP Music Theory/Music Appreciation A/B a-g

- Bright Thinker - Music Appreciation - may choose online or paper
- eDynamic Learning - Music Appreciation (1 semester/5 credits) - online/asynchronous
- McGraw Hill - Music in Theory and Practice, 8th Edition - print
- McGraw Hill - Tonal Harmony, 6th Edition - print
- McGraw Hill - Harmony in Context, 2nd Edition - print
- McGraw Hill - Theory for Today's Musician - print
- McGraw Hill-Music Studio: Music! Its Role and Importance in Our Lives - print
- Nicolas Carter - Music Theory: From Beginner to Expert - The Ultimate Step-By-Step - Guide to Understanding and Learning Music Theory 3rd Edition - print
- Roger Kaimen - Music: An Appreciation - print
- Pearson - Basic Materials in Music Theory, 12th Edition - print
- Pearson - Tonality & Design in Music Theory, Vol. 1,1st Ed - print
- Sandy Feldstein - Practical Music Theory Complete - print

CP Theatre A/B a-g

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

- Bright Thinker- Theater - online/asynchronous, online ETL, or paper packet
- eDynamic Learning - Theater, Cinema & Film Production (1 semester/ 5 credits) online/asynchronous
- McGraw Hill - Exploring Theater - print
- McGraw-Hill - Theatre: Art in Action - print
- McGraw-Hill - Theatre: The Lively Art - print
- McGraw-Hill - The Stage and the School - print
- McGraw Hill - The Theatre Experience (13th edition) - print
- McGraw-Hill - Theatre: Art in Action - print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

CP Visual Arts 1 & 2 a-g

Visual Arts is a general arts class. Students can choose to focus on a survey of visual arts or a more specific focus on a subcategory, like painting. Curriculum should be chosen with this choice in mind. Additionally, students can choose a variety of curriculum for years 1 and 2 to grow their skills.

- Betty Edwards - Drawing From the Right Side of the Brain - print
- Brenda Ellis - Artistic Pursuits - Book 1, 3rd edition - print
- Davis Publications - The Visual Experience (3rd edition) - print
- Imagine Learning- Visual Arts - online/asynchronous
- **Excel Teacher Led (ETL) class with teacher-created material** - A hybrid class that combines twice weekly live (synchronous) class with asynchronous assignments. Teacher-graded.
- McGraw Hill - Art Talk - print
- Oak Meadow - Integrated Drawing - print
- Oak Meadow - Painting - print

Special Recommendations from our Excel Art Teacher:

- **Illustrator's Guidebook 3** by 21 Draw: "*This would be great for high schoolers that draw already and can enhance their skills and understanding.*"
- **Keys to Drawing by Bert Dodson** - "*This would be a great beginner's guide to drawing and it does have lessons but are limited.*"
- **Design Basics 8th Edition By David A Lauer** - "*An in depth look on how design shapes our world and gives context on how artists make choices in their work to create a more powerful image and or response form viewers. It shows how much thought is put into even the simplest of images. This will give them understanding on how much is really involved when creating work.*"
- **Landscape Painting by Mitchell Albala** - "*Great for those looking to pursue background paintings and creating visual understanding that can be applied to video game design and 3D graphics.*"
- **Constructive Anatomy by George B. Bridgman** - "*Great for understanding complex concepts with anatomy used for those who want to learn how to draw the human figure.*"
- **Color and Light by James Gurney - "***This book is expansive in understanding light and how it affects colors and using it to create dramatic works that evoke emotional responses to the viewer. Advanced concepts best for students who want to expand their knowledge and work in the art field.*"
- **Color Mixing Recipes for Oil and Acrylic by William F. Powell - "***This is a book I recommend for those wanting to really dive into painting. It will show them complex mixes that will give guidance to color theory and understanding. It also shows the endless amounts of color that can be mixed.*"

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

CP Voice A/B α-g

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

- McGraw Hill - Adventures in Singing: A Process for Exploring, Discovering, and Developing Vocal Potential (4th edition)
- Jane Imagine Learningren - Teach Yourself to Sing - print
- Schmidt - Basics of Singing (6th edition)- print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

Career and Technical Education (CTE)

CTE classes are an excellent way to explore careers prior to leaving high school and provide real-world experience for the job market.

*Excel Academy offers three **CTE Live!** pathways and fourteen asynchronous options.*

- *All CTE pathways are two years.*
- *Excel Academy only clears eDynamic curriculum for our CTE classes with the exception of photography.*
- *Classes may be taken asynchronous or as hybrid ETL according to the list below.*
- *Students must complete all four semesters (two years) of a pathway to be considered a 'completer'*
- *Classes must take them in the correct order.*
- *Graduating completers will earn a special stole to wear at graduation.*

CTE Live!

CTE Entrepreneurship Pathway a-g

Excel Teacher Led (ETL) class with Bright Thinker- A hybrid class that combines twice weekly live (synchronous) class with asynchronous Bright Thinker curriculum. Teacher-graded.

CTE *Entrepreneurship* , Year 1 (2025/2026) **8330-1EA; 8330-2EA**

- eDynamic Learning (fall) Entrepreneurship A online/asynchronous + ETL live teaching
- eDynamic Learning (spring) Entrepreneurship B online/asynchronous + ETL live teaching
- Kaser Arts- Entrepreneurship In-Person

CTE Entrepreneurship , Year 2 (2026/2027) **8331-1EA ; 8331-2EA**

- eDynamic Learning (fall) Business Management A online/asynchronous + ETL live teaching
- eDynamic Learning (spring) Business Management B online/asynchronous + ETL live teaching

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

CTE Medical Patient Care Pathway [a-g]

Excel Teacher Led (ETL) class with eDynamic- A hybrid class that combines twice weekly live (synchronous) class with asynchronous eDynamic curriculum. Teacher-graded.

CTE Medical Assistant, Year 1 (2025/2026) 7921-1EA; 7921-3EA

- eDynamic Learning (fall) *Medical Terminology 1A- Introduction (to Body Systems)* online/asynchronous + ETL live teaching
- eDynamic Learning (spring) *Medical Terminology 1B Discovering Word Foundations (for Body Systems)* online/asynchronous + ETL live teaching

CTE Medical Assistant, Year 2 (2026/2027) 7922-1EA; 7922-3EA

- eDynamic Learning (fall) *Medical Assistance 1A Introduction* + ETL live teaching
- eDynamic Learning (spring) *Medical Assistance 1B- Medical Assisting in Action* online/asynchronous + ETL live teaching

CTE Digital Media and Photography Pathway [a-g]

Excel Teacher Led (ETL) class with eDynamic- A hybrid class that combines twice weekly live (synchronous) class with asynchronous eDynamic curriculum. Teacher-graded.

CTE Digital Media and Photography, Year 1 (2025/2026) 7220-1EA; 7220-2EA

- eDynamic Learning *Digital Media: Fundamentals* (fall)- online/asynchronous + ETL live teaching plus Digital Camera
- eDynamic Learning*Digital Photography: Introduction* (spring)- online/asynchronous + ETL live teaching plus Digital Camera

CTE Digital Media and Photography, Year 2 (2026/2027) 7221-1EA; 7221-2EA

- eDynamic Learning *Digital Photography: Creating Images with Impact!* (fall)- online/asynchronous + ETL live teaching plus Digital Camera
- eDynamic Learning *Digital Photography: Discovering Your Creative Potential* (spring)- online/asynchronous + ETL live teaching plus Digital Camera

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

Additional CTE Pathways:

The following asynchronous pathways are available for Excel students using the pre-approved curriculum. Students must complete all four semesters (two years) of a pathway to be considered a 'completer' and must take them in the correct order.

CTE Digital Media and Photography Asynchronous a-g

1. Year 1 curriculum options- Pick 1 **7220-1EA; 7220-2EA**
   - Adobe - Adobe Photoshop Classroom in a Book (2022 release) 1st Edition - print (student will complete the first ½ of the book)
   - Oak Meadow - Introduction to Photography - print
   - National Geographic Photo Basics: The Ultimate Beginner's Guide to Great Photography - Joel Sartore - print
   - Long - Complete Digital Photography - print
   - Taylor - Digital Photography Complete Course - print
   - Silicon Valley HS Online: Photography 1
   - BrightThinker - Commercial Photography 1
   - Digital Camera options
2. Year 2 curriculum options Pick 1 **7221-1EA; 7221-2EA**
   - Adobe - Adobe Photoshop Classroom in a Book (2022 release) 1st Edition - print (student will complete the second ½ of the book)
   - Silicon Valley HS Online: Photography 2
   - BrightThinker - Commercial Photography 2
   - BrightThinker- Digital Design and Media Production
   - Digital Camera options

CTE Graphic Design Pathway a-g

1. Year 1 **7211-1EA; 7211-2EA**
   - Sem. 1: Digital Design: Introduction
   - Sem. 2: Digital Design: Express Your Ideas Visually
2. Year 2 **7212-1EA; 7212-2EA**
   - Sem. 1: Digital Media Fundamentals 1a: Introduction
   - Sem. 2: Digital Media Fundamentals 1b: Producing for the Web

CTE Digital Game Design Pathway

- Year 1 **7261-1EA; 7261-2EA**
  - Sem. 1: Foundations of Game Design 1a: Introduction
  - Sem. 2: Foundations of Game Design 1b: Storytelling, Mechanics, and Production
- Year 2 **7262-1EA; 7262-2EA**
  - Sem. 1: Game Design 2A: Build a World
  - Sem. 2: Game Design 2B: Launch a Game

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

CTE Business Administrative Specialist Pathway

1. Year 1 **7411-1EA; 7411-2EA**
    - Sem. 1: Business Communications 1a: Introduction
    - Sem. 2 :Business Communication 1b: Listen, Speak, & Write in the Workplace
2. Year 2 **7412-1EA; 7412-2EA**
    - Sem. 1: Office Administration 1a: Introduction
    - Sem. 2: Office Administration 1b: Running the Office

CTE Business Management Pathway

1. Year 1 **7411-3EA; 7411-4EA**
    - Sem. 1: Business Communications 1a: Introduction
    - Sem. 2: Business Communication 1b: Listen, Speak, & Write in the Workplace
2. Year 2 **7412-3EA; 7412-4EA**
    - Sem. 1: Management 1a: Introduction
    - Sem. 2: Management 1b: Insight & Oversight

CTE Mental and Behavioral Health Counselor Pathway

1. Year 1 **7961-1EA; 7961-2EA**
    - Sem. 1: Medical Terminology 1a: Introduction
    - Sem. 2: Medical Terminology 1b: Discovering Word Foundations
2. Year 2 **7962-1EA; 7962-2EA**
    - Sem. 1: Human and Social Services 1: Introduction
    - Sem. 2: Peer Counseling 1

CTE Dental Assistant Pathway

1. Year 1 **7921-5EA; 7921-6EA**
    - Sem. 1: Dental Assistant 1a: Introduction
    - Sem. 2:Dental Assistant 1b: Principles of Clinical Dentistry
2. Year 2 **7922-5EA; 7922-6EA**
    - Sem. 1:Dental Assistant 2a: Infection Prevention and Pharmacology
    - Sem. 2:Dental Assistant 2b: Exploring Specialized Areas of Dentistry

CTE Emergency Medical Responder Pathway

1. Year 1 **7921-2EA; 7921-4EA**
    - Sem. 1:Medical Terminology 1a: Introduction
    - Sem. 2:Medical Terminology 1b: Discovering Word Foundations
2. Year 2 **7922-2EA; 7922-4EA**
    - Sem. 1:Emergency Medical Responder 1a: Introduction
    - Sem. 2:Emergency Medical Responder 1b: Prepared for Action

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

CTE Sports Medicine and Fitness Trainer Pathway

1. Year 1 **7921-7EA; 7921-8EA**
   - Sem. 1: Sports Medicine 1a: Introduction
   - Sem. 2: Sports Medicine 1b: Injury Prevention
2. Year 2 **7922-7EA; 7922-8EA**
   - Sem. 1: Sports Medicine 2a: Working With Clients
   - Sem. 2: Sports Medicine 2b: Personalizing Your Practice

CTE Software and Systems Programmer Pathway

1. Year 1 **8131-1EA; 8131-2EA**
   - Sem. 1:Introduction to Programming 1a: Introduction
   - Sem. 2:Introduction to Programming 1b: Problem Solving Through Programming
2. Year 2 **8132-1EA; 8132-2EA**
   - Sem. 1:Programming 2a: Procedural Programming
   - Sem. 2:Programming 2b: Creative Programming

CTE Marketing [a-g]

1. Year 1 **8310-1EA; 8310-2EA**
   - Sem. 1:Marketing Foundations 1a: Introduction
   - Sem. 2:Marketing Foundations 1b: Building Your Base
2. Year 2 **8311-1EA; 8311-2EA**
   - Sem. 1:Marketing 2a: Global Business & Trade
   - Sem. 2:Marketing 2b: Developing a Sales Team

Computer Electives

Computer Literacy

- Bright Thinker Web Communications - online/asynchronous
- Imagine Learning Information and Communication Technology - online/asynchronous
- eDynamic Computing for College and Career - online/asynchronous
- eDynamic Principles of Information Technology - online/asynchronous
- eDynamic Office Access Fundamental Series - online/asynchronous
- eDynamic Office Excel Fundamental Series - online/asynchronous
- eDynamic Office Outlook Fundamental Series - online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- eDynamic Office Powerpoint Fundamental Series - online/asynchronous
- eDynamic Office Word Fundamental Series - online/asynchronous
- Imagine Learning - Information and Communication Technology - online/asynchronous

CP Computer Science a-g A/B a-g

- Bright Thinker- Computer Science - online/asynchronous
- Imagine Learning - Introduction to Coding - online/asynchronous
- Imagine Learning - Fundamentals of Computer Systems - online/asynchronous
- Outschool- Java Python Coding - online/asynchronous
- ~~Qubit by Qubit - Introduction to Quantum Computing - online/asynchronous~~
- Cengage Learning - Programming Logic & Design - print
- Code.org - Computer Science Discoveries (1 semester) - online/asynchronous
- Code.org - Computer Science Principles - online/asynchronous
- Imagine Learning - Computer Science Principles
- Prentice Hall - Learning to Program with Alice - print
- Silicon Valley HS Online: Computers and IT 1 & 2
- SiliconValley HS Online: Introduction to Programming, Java

Computer Programming A/B

- eDynamic Foundations of Games Design - online/asynchronous
- eDynamic Coding 1 A/B - online/asynchronous
- eDynamic Introduction to Programming 1 A/B
- eDynamic Programming 2 A/B
- SLS Python Programming 1 - online/asynchronous
- eDynamic CyberSecurity - online/asynchronous
- Silicon Valley HS Online: Intro to Programming Java, Part 1 & 2 - online/asynchronous
- SLS Python Programming 1 and 2 - online/asynchronous
- eDY Foundations of Game Design A/B - online/asynchronous

Web Design

- eDynamic Web Development 1 - online/asynchronous
- eDynamic Web Development 2 - online/asynchronous
- eDynamic Digital Media Fundamentals 1 A/B - online/asynchronous

AP Computer Principles a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning- AP Computer Science Principles (online/asynchronous w/teacher oversight)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

AP Computer Science α-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Bright Thinker- AP Computer Science - online/asynchronous

*Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.
** Course does not include a lab component, laboratory curriculum must be added to the curriculum.
# Not recommended for students with IEP accommodations for work extensions.

Humanities Electives

Ancient Civilizations A/B

- World History/Bauer, Susan Wise - The History of the Ancient World: From the Earliest Accounts to the Fall of Rome plus study guide - print
- Write at Home: Ancient History *Required enrollment form*

Anthropology

- eDynamic Learning - Anthropology - online/asynchronous

Archeology

- eDynamic Learning - Archeology - online/asynchronous

CP Creative Writing A/B a-g

- eDynamic Learning - Creative Writing- online/asynchronous
- Heather Sellers - The Practice of Creative Writing: A Guide for Students, Fourth Edition (2020) - print
- Imagine Learning - Creative Writing - online/asynchronous

Critical Media Literacy

- Oak Meadow- Critical Media Literacy- print (one semester)

English Literature Elective A/B

- BrightThinker- Literary Genres - online/asynchronous (two semesters)
- BrightThinker- Science Fiction Literature - online/asynchronous (one semester)
- BrightThinker- Writing Poetry - online/asynchronous (one semester)
- eDynamic Mythology and Folklore - online/asynchronous (one semester)
- eDynamic Gothic Literature - online/asynchronous (one semester)
- Oak Meadow- African American Literature - print (one semester)
- Oak Meadow- Latin American Literature - print (one semester)
- Oak Meadow- Women's Literature (one sem.)
- Oak Meadow - Word: The Poet's Voice

CP Ethnic Studies a-g

- BrightThinker- Ethnic Studies
- Oak Meadow- Ethnic Studies - print
- Music History Hall- American Music History and Culture - online/asynchronous
- eDynamic Learning - African American Studies - online/asynchronous
- eDynamic Learning - Ethnic Studies 1 A/B - online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- Oak Meadow- African American Literature
- Oak Meadow- Latin American Literature
- Silicon Valley HS Online: Ethnic Studies
- Oak Meadow - Social Justice - print

Journalism

- Bobby Hawthorne - The Radical Write: A Fresh Approach to Journalistic Writing for Students - print
- eDynamic Learning - Journalism (1a & 1b) - online/asynchronous

Medieval History A/B

- World History/Bauer, Susan Wise - The History of the Medieval World: From the Conversion of Constantine to the First Crusade plus study guide - print
- Write at Home: The Middle Ages *Required enrollment form*

CP Philosophy A/B a-g

- Imagine Learning Philosophy - online/asynchronous
- Pearson - Fundamentals of Philosophy - print
- Swanson - Classical Philosophy for High School Students - print
- Bright Thinker- Logic (Part I & II) (1 year/10 credits) - may choose online or paper

CP Psychology a-g

- Bright Thinker - Psychology (1 semester/5 credits) - may choose online or paper option
- Charles T. Blair-Broeker - Thinking About Psychology: HS Version 4th edition - print
- eDynamic Learning - Personal Psychology (Part I & II) - online/asynchronous
- Holt - Psychology: Principles in Practice (Homeschool Package) - print
- McGraw Hill - Understanding Psychology - print
- Oak Meadow - Psychology - print
- OpenStax- Psychology - digital

CP Rhetoric A/B a-g

- Well Trained Mind Academy- Rhetoric Writing 1

Renaissance History A/B

- World History/Bauer, Susan Wise - The History of the Renaissance World: From the Rediscovery of Aristotle to the Conquest of Constantinople plus study guide - print
- Write at Home: The Renaissance, Reformation and Early Modern Era *Required enrollment form*

CP Sociology

CP curriculum options:

- Imagine Learning - Sociology - online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- eDynamic Learning - Sociology I: Introduction to Sociology - online/asynchronous
- eDynamic Learning - Sociology II: Your Social Life - online/asynchronous
- Holt - Sociology: The Study of Human Relationships - print
- McGraw Hill - Sociology and You - print
- Savvas - THINK Sociology - print
- Oak Meadow - Social Justice: Navigating Cultural Competence in the 21st Century (1 semester/5 credits) - priNT

CP Speech and Debate A/B a-g NCAA

- Bright Thinker - Speech - may choose online or paper
- Imagine Learning - Introduction to Communications & Speech I & II (1 year/10 credits)
- eDynamic Learning - Public Speaking (1a & 1b) (1 year/10 credits) - online/asynchronous
- Shelly Johnson, PhD. - Everyday Debate and Discussion - print (full year curriculum)

Studies in 20th Century History

- eDynamic Learning - History of the Holocaust - online/asynchronous
- eDynamic Learning - Vietnam Era - online/asynchronous

Women's Studies

- eDynamic Learning - Intro to Women's Studies - online/asynchronous

CP World Geography A/B a-g

- Bright Thinker - World Geography - may choose online or paper
- Cengage National Geographic: World Regional Geography- print
- Imagine Learning- World Regional Geography - online/asynchronous
- Holt McDougal World Geography Homeschool Package - print
- McGraw-Hill - Geography: The Human & Physical World - print
- Pearson - World Geography: Building a Global Perspective - print
- Oak Meadow- World Geography Bundle- Print

CP World Religions

- eDynamic Learning - World Religions - online/asynchronous

AP Human Geography A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Bright Thinker- online/asynchronous
- Imagine Learning (online/asynchronous w/teacher oversight)

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

AP Psychology A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Bright Thinker- online/asynchronous
- Imagine Learning (online/asynchronous w/teacher oversight)

*Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.
** Course does not include a lab component, laboratory curriculum must be added to the curriculum.
# Not recommended for students with IEP accommodations for work extensions.

Business Electives

Business Accounting A/B

- Cengage Learning - Century 21 Accounting © 2019 - print
- Lori Peterman - Practical Accounting Fundamentals - print
- Bright Thinker Accounting I - online/asynchronous
- Bright Thinker Accounting II - online/asynchronous

Business Communications

- Bright Thinker Business Communications - online/asynchronous

Business Finance

- Bright Thinker- Money Matters- online/asynchronous
- Imagine Learning - Financial Math - online/asynchronous
- Bright Thinker Principles of Business, Marketing and Finance - online/asynchronous

Business Management A/B

- eDynamic Learning Business Ownership - online/asynchronous
- Bright Thinker Business Management - online/asynchronous
- Bright Thinker - Human Resource Management
- eDynamic Restaurant Management

Math and Science Electives

Astronomy A/B

- Bright Thinker - Astronomy - may choose online or paper
- Cengage - Foundations of Astronomy (2015) - print
- eDynamic Learning - Astronomy (Part I & II) - online/asynchronous
- McGraw Hill - Explorations: An Introduction to Astronomy (2008) - print
- McGraw Hill - Explorations: Introduction to Astronomy or Astronomy (2017) - print
- Pearson - Astronomy Today (2011) - print
- Silicon Valley HS Online: Astronomy 2, Part 1 & 2 - online/asynchronous

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

Consumer Math (Elective) A/B

This class does NOT satisfy a HS math requirement.

- Imagine Learning - Financial Math - online/asynchronous
- Mr. D - Consumer Math - online/asynchronous
- Starline Press - Consumer Math - print
- Webber, John - Math For Business and Life 6th edition - print

General Math A/B

This class does NOT satisfy a HS math requirement.

- McGraw Hill - Basic Math, Carolyn Wheater - print
- Math U See Epsilon & Zeta Universal Sets

Engineering Concepts and Applications

- eDynamic Applied Engineering: Intro 1A
- eDynamic Applied Engineering: Solving Problems 1B
- Engineering Drawing A/B
- Autodesk Fusion CAD (CADclass.org)

CP Environmental Science with Laboratory A/B a-g

- Bright Thinker - Environmental Systems - online/asynchronous, or paper packet - (elective science)
- **Cengage - Environmental Science: Sustaining Your World (2016)
- Imagine Learning - Environmental Science A and B - online/asynchronous
- Silicon Valley HS Online:Environmental Science, Part 1 & 2 - online/asynchronous

Laboratory Curriculum -A lab manual is required unless built into course/curriculum

- Environmental Science Activities Kit Book - includes student and teacher editions

AP Environmental Science with Laboratory A/B a-g

Advanced Placement courses subject to availability. Please visit the collegeboard.org for more information on AP testing options.

- Imagine Learning - AP Environmental Science A and B - online/asynchronous

Meteorology (non-laboratory based)

- Bright Thinker- Meteorology - online/asynchronous, online ETL, or paper packetCengage - Essentials of Meteorology: An Invitation to the Atmosphere (2011) - print
- Cengage - Meteorology Today: Introduction to Weather, Climate & Environment (2018) - print

*Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.
** Course does not include a lab component, laboratory curriculum must be added to the curriculum.
# Not recommended for students with IEP accommodations for work extensions.

- Savvas - The Atmosphere: An Introduction to Meteorology (2012) - print

Additional Electives

CP Animation A/B a-g area g

Important Note: The software required will not run on a school Chromebook.

- eDynamic Learning - Animation - online/asynchronous
- eDynamic Learning - 3D Modeling - online/asynchronous
- Maya 2016 Software with Intro to Autodesk Maya 2016 Text, Derakhshani
- The Animation Course- Level 1-3 - online/asynchronous

Automotive Maintenance and Repair A/B

- BrightThinker- Automotive Basics- online
- Goodheart-Willcox - Auto Fundamentals - print
- McGraw Hill - Automotive Excellence - print
- Prentice Hall - Introduction to Automotive Service - print
- Starline Press - Automotive Technology - print

CP Career Exploration A/B - Survey a-g area g

- Bright Thinker - Career Prep - may choose online or paper
- Bright Thinker - College and Career Transitions - paper only
- Glencoe - Entering the World of Work - print
- Glencoe - Succeeding in the World of Work - print
- Plan for Your Dream Job, Third Edition - print
- Pearson - Exploring Careers for the 21st Century - print
- What Color is Your Parachute (For Teens) - print
- Imagine -College and Career Preparation - online/asynchronous

Career Exploration - Health and Medicine

- Imagine Learning Health Science Science A/B
- eDynamic Dental Assistant 1A (See also *CTE Dental Assistant*)
- eDynamic Pharmacology 1A
- eDynamic Veterinary Science: The Care of Animals
- Bright Thinker Counseling & Mental Health A/B
- Cengage - Introduction to Veterinary Science (2016) - print
- eDynamic Learning - Veterinary Science - online/asynchronous
- Pearson - Introduction to Animal Science (2018) - print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- eDynamic Sports Medicine

Career Exploration - Science A/B

A variety of career topics can be viewed at eDynamic Learning.

- Bright Thinker Medical Microbiology A
- Bright Thinker World Health Research A
- eDynamic Archaeology
- eDynamic Biotechnology 1 A
- eDynamic Forestry & Natural Resources
- Horticulture A

Cooking and Nutrition

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class or a student can purchase a curriculum to use for their pacing and sample..

- Nutrition: Glencoe - Food for Today - print
- Nutrition: Pearson - Food and Nutrition for You - print
- Nutrition: eDynamic Learning - Nutrition & Wellness (1 semester/ 5 credits) online/asynchronous
- Imagine Learning Culinary Arts A
- Joobilo- Culinary Arts print
- eDynamic- Culinary Arts 1-2

Cosmetology 1

Important Note: Cosmetology classes require a significant number of personal hygiene supplies that cannot be purchased with instructional finds and must be purchased out-of-pocket. Please review the list for each class before choosing this elective.

- eDynamic- Cosmetology: Cutting Edge Styles
- eDynamic- Cosmetology: The Business of Skin & Nail Care

Driver Safety and Awareness

Driver's Safety and Awareness provides information to help students safely operate a vehicle and pass their permit test. ***Students using a textbook curriculum must supplement with an approved course from the DMV website before they will be allowed to test for a permit.*** *EACS does not provide behind the wheel and instructional funds cannot be used for behind-the-wheel instruction. Please visit the DMV's website for more information.*

- Prentice Hall - Drive Right text - print
  - students will need to complete an additional course of study approved by the CA DMV.
- Starline Press - Driver's Education - print
  - students will need to complete an additional course of study approved by the CA DMV.

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

- DriversEd.com- online
  - Instructional funds may not be used to purchase this course.

Equine Science and Horsemanship A/B

This is not a PE elective and requires curriculum

- Cengage - Equine Science - print
- Lewis - Feeding and Care of the Horse - print
- The Random House Book of Horses and Horsemanship - print
- Zoe Davies - Equine Science - print
- Equine Science by Rick Parker

Equine Studies and Horsemanship 2 A/B *(Career Exploration)*

- Frappe - Equine Nutrition and Feeding - print
- Raynor - The Horse Anatomy Workbook - print
- The Horse Nutrition Handbook - print

CP Forensic Science a-g area g

Laboratory Curriculum -A lab manual is required unless built into course/curriculum

- Flinn Forensic Lab Manual, Flinn Scientific
- The Forensic Science Laboratory Manual and Workbook, Flinn Scientific, 3rd edition
- Crime Scene Investigations forensics laboratory manual, Flinn Scientific
- Top Shelf Forensics Laboratory Manual, Walch Education (2003)
- eDynamic Learning - Forensic Science I: Secrets of the Dead - online/asynchronous
- eDynamic Learning - Forensic Science II: More Secrets of the Dead - online/asynchronous
- **Cengage Learning - Forensic Science: Fundamentals and Investigations (2015) - print
- **Jay A. Siegel - Forensic Science: The Basics, 3rd edition - print

Home Economics

- Survey course: Starline Press - Home Economics - print (1 semester)
- eDynamic- Real World Parenting (1 semester/5 credits) - online/asynchronous
- Glencoe - Families Today - print
- Home Ec for Everyone: Practical Life Skills in 118 Projects by Sharon and David Bowers- print
- Pearson - Resource Management for Individuals & Families - print
- eDynamic Learning - Fashion & Interior Design (1 semester/5 credits) - online/asynchronous
- Evelyn Lewis - Housing and Interior Design, 11th Edition (2018) - print

Human Development

- Bright Thinker Human Growth and Development A

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
# Not recommended for students with IEP accommodations for work extensions.

- eDynamic Child Development 1 A

CP Life Skills a-g area g

- Bright Thinker- Life Preparation (1 semester/5 credits)
- McGraw Hill - Creative Life Skills - print
- McGraw Hill - Applying Life Skills © 2016 - print
- eDynamic- Life Skills: Navigating Adulthood (1 semester/5 credits) online/asynchronous

CP Personal Finance a-g area g

Financial Peace by Ramsey Solutions is not approved for use.

- Bright Thinker- Personal Finance (1 semester/5 credits) - may choose online or paper
- Imagine Learning - Personal Finance (1 semester/5 credits) - online/asynchronous
- eDynamic- Personal & Family Finance (1 semester/5 credits) online/asynchronous
- McDougal Littel - Nextext Coursebook - Consumer Economics & Personal Finance - print
- Pearson - Personal Finance - print

Career Exploration - Public Service A/B

- Aerospace: The Journey of Flight - Civil Air Patrol National Headquarters, 2nd edition (2008) - print
- Bright Thinker Principles of Education & Training A
- Bright Thinker Principles of Government & Public Administration A
- Bright Thinker Principles of Human Services
- Bright Thinker Principles of Law, Public Safety, Corrections, and Security A
- eDynamic Career in Criminal Justice A
- eDynamic Career in Criminal Justice B
- eDynamic Criminology: Inside the Criminal Mind
- eDynamic Law & Order: Introduction to Legal Studies
- eDynamic Legal Admin Specialist
- eDynamic Military Careers
- eDynamic Principles of Public Service: To Serve and Protect
- McGraw-Hill - Criminology, 9th Edition - print
- McGraw-Hill - Introduction to Criminal Justice - print
- Pearson - Criminology Today: An Integrative Introduction - print
- Prentice Hall - Criminal Justice: A Brief Introduction, 8th Edition - print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

Sewing

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

Students should complete at least one hands- on sewing project per learning period.

- Singer Complete Photo Guide to Sewing- Revised Expanded Edition - print
- Shea Anderson - School of Sewing: Learn it. Teach it. Sew Together (2014) - print
- Stitches & Pins: Beginning Sewing Book -print

Woodshop

This class follows the CA Anchor Standards to guide the class instruction and assignments. Students may purchase one of the following texts as a reference. This class will require students to complete a log and to provide proof of hands-on learning to meet the requirements of this class.

- The Woodworking Bible - Merrick, 2023 - print
- Beginner's Woodshop - Qadeer, 2025 - print

**Needs to be supplemented to meet all course standards and requirements. Please speak with your teacher about this.*
*** Course does not include a lab component, laboratory curriculum must be added to the curriculum.*
\# Not recommended for students with IEP accommodations for work extensions.

EACS JUNE 2025 - SPED HANDBOOK REVISIONS

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

Section	Item
Section: **The Excel Academy IEP Team**	*Revised:* ● Lowered the age for students to legally and developmentally participate in the IEP discussion from 16 years old at the end of 8th grade.
Section: **IEP Services**	*Added:* ● Added "in a car" to the list of inappropriate places for students to join virtual sessions. ● Added sentence regarding the background and environment of a student's setting while in virtual sessions. ● Added paragraph on weather and services ● Added paragraph on timeliness for sessions, as well as unexcused absences
Section: **State and Local Assessments**	*Revised*: ● Clarified language on local and statewide assessments ● Replaced the reference to the Sped PIN Policy with the Local Assessment policy
Section: **High School**	*Added:* ● Added verbiage and section regarding the Alternative Pathway to Diploma *Revised:* ● Individual Transition plan timeline

<u>Section:</u> **Schoolwide Discipline Procedures**	*Revised:* ● Removed PIN Process for Students with IEPs

Special Education Handbook - 2025-2026

Thank you for choosing Excel Academy Charter School ("EACS") to support you on your student's educational journey. We recognize the unique challenges that you may encounter while supporting your student with special needs in an independent study learning model and want to ensure that you have a reference guide to provide important information about the Special Education department at Excel Academy Charter School.

Excel Academy's special education department is staffed with a collaborative team of credentialed special education teachers, specialists, and administrators who each bring a wealth of experience serving and supporting students with special needs to our school. We look forward to working with your student(s) to provide their Individualized Education Plan ("IEP") supports and services in our personalized learning environment.

If your student is newly enrolled, we are pleased to welcome you to the Excel Academy family! If your student is continuing with us, we hope you will find this handbook helpful as a reference guide for a variety of topics and frequently asked questions.

I am honored to have the privilege of supporting this team as we embark on another year.

Sincerely,

Lara Ulmer

Lara Ulmer
Director of Special Education

To view the general Excel Academy Charter School handbook on our website, please click here.

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Special Education Department Contacts

Parent Support

Parent support is available during school hours, Monday through Friday from 8:00 A.M.–4:30 P.M. Please see the information below for special education department contact information.

Mailing Address

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

For all questions, please **first** contact your student's **assigned Case Manager ("CM")** for support. You will receive contact information for your student's CM prior to the first day of school. If you wish to reach a different staff member by email, please use one of the contacts below.

Student Records Requests:
Loubna Shokair, Registrar - registrar@excelacademy.education

Newly Enrolled/Transfer Students:
Lara Ulmer, Director of Special Education - lulmer@excelacademy.education

Case Manager and IEP Service Provider Questions:
Leah Vides, Assistant Director of Special Education - lvides@excelacademy.education

IEP Questions or Concerns:
Angela Garbe, Program Specialist - agarbe@excelacademy.education

General Special Education Referral Questions:
Noell Scott, School Psychologist - nscott@excelacademy.education

Speech and Language Therapy Referral Questions:
Lisa Villarreal, Speech and Language Pathologist - lvillarreal@excelacademy.education

If you wish to reach a specific team member by phone, please use one of the following:

Excel Academy Main Office	**PH: 949-387-7822**
Records/Registrar - Loubna Shokair	**PH: 714-387-9677**
Program Specialist - Angela Garbe	**PH: 760-898-5155**
Assistant Director of Special Education - Leah Vides	**PH: 626-863-8950**
Director of Special Education - Lara Ulmer	**PH: 949-378-1350**

Please refer to the general EACS Handbook for additional staff contact information

Contact Information and Communication Policy

School Communication Responsibilities

It is imperative that we are able to communicate effectively with our families due to the remote nature of our school. The school requires that all parents reply to communication from Excel Academy staff and Teachers of Records within 48 hours (2 business days). We also require 24 hours notice in the event a parent must cancel an Excel Academy appointment, including but not limited to: LP meetings, IEPs, SPED provider appointments, and Student Success Team (SST) meetings.

Communications with the Special Education Team

The main venues of communication and document submission to parents of special education students are Email and DocuSign. Parents will receive time-sensitive communication, information about upcoming events, reminders, surveys, and IEP-related documents via both of these methods.

Docusign is a secure means for the electronic delivery of documents and the gathering of formal signatures. It is not required that you have a personal DocuSign account in order to access, view, and provide signatures on documents sent to you. In addition, you may request that a physical copy of any document be forwarded via US Mail or email attachment. Whenever you receive a confidential document via DocuSign, the passcode will be your

student's SIX digit birthday in MMDDYY format. For example, if your student's birthday is 3/2/13, the passcode will be 030212. ***Please let your student's Case Manager know as soon as possible if you would like to update your email contact information.***

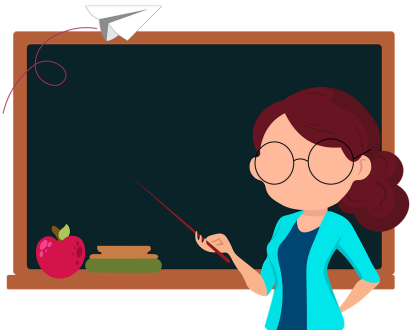
Enrollment

Students newly enrolled in Excel Academy Charter School ("EACS") with an active IEP will be supported during each step of the transition. Once the admissions process is complete, your student will be assigned to a Teacher of Record ("ToR"), who will walk you through the details of the Master Agreement ("MA") as well as the Acknowledgement of Responsibilities ("AoR"). The MA is a binding agreement between Excel Academy, the student, the parent/guardian, the supervising ToR, and other responsible persons. The agreement documents assigned courses as well as the time, manner, and frequency of the student's meetings with the faculty. The AoR further outlines terms and conditions of Independent Study responsibilities.

Once both the MA and the AoR have been signed, your student is considered fully enrolled in EACS. Our special education team will support the process of requesting, gathering, and reviewing your student's records prior to sending a welcome letter via email describing next steps. Once you have received your student's welcome letter, please contact Lara Ulmer, Director of Special Education via email at lulmer@excelacademy.education if you have any questions.

The Excel Academy IEP Team

Teacher of Record (ToR) - The ToR is a single or multiple subject credential-holding teacher who works with assigned families to identify, support, and implement a personalized learning plan for each student. The assigned ToR will serve as the General Education teacher in all IEP meetings.

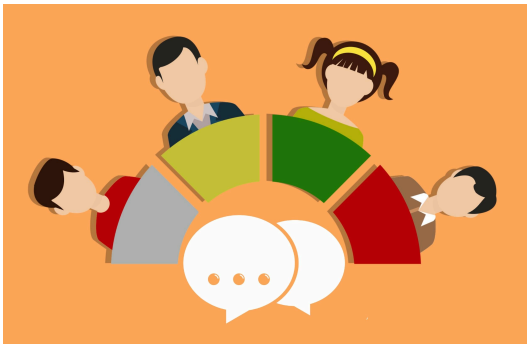


Parent/Guardian - Parents and guardians are considered vital participants in any IEP team discussion. In addition, at Excel Academy, our personalized independent study model requires that a parent/guardian or adult designee be responsible for providing daily core instructional support to students in the home setting.

Student - EACS encourages students to participate in discussion with their IEP team at all meetings, as soon as it is legally and/or developmentally appropriate for them to do so. Student's, beginning at the end of 8th grade,will be invited to participate by their CM as an Individual Transition Plan (ITP) becomes a legally mandated portion of the IEP for all students in high school. Students 18 and up are required to participate, unless EACS has documentation to show continuing parent rights past the age of majority.

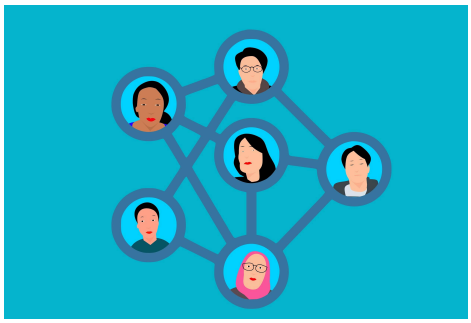
Case Manager (CM) - The CM is a fully credentialed special education teacher/education specialist. Your student's CM will provide oversight of all IEP implementation and progress monitoring needs, and in most cases will serve as the direct provider of Specialized Academic Instruction ("SAI") service.

Speech and Language Pathologist (SLP) - The SLP is an educational specialist trained in the prevention, assessment and treatment of speech and language disorders. If your student is identified as a special education student with only speech needs, an SLP will serve as your student's CM. For students with more complex needs including speech, the SLP will serve as a related service provider.

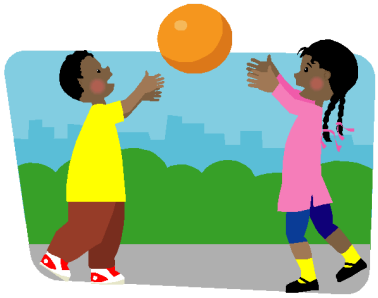


School Psychologist - The School Psychologist is an educational specialist trained in both the psychological and educational disciplines. At EACS, our School Psychologists support the IEP team in completing comprehensive evaluations of students across the domains of general development, cognition, processing, motor skills, academic achievement, adaptive/self-help skills, social-emotional skills. Additionally, they may provide ongoing direct services per the IEP. If your student is due for a comprehensive special education evaluation, or is receiving direct services for social/emotional needs, a School Psychologist will be part of your student's IEP team.

Related Service Providers - Related service providers support the provision of a variety of additional support services that may be provided per your student's IEP. They are referred to as "related services" because they are intended to address needs related to a primary educational disability condition. Some of the more common related service areas are Occupational Therapy ("OT"), Adapted Physical Education ("APE"), Physical Therapy ("PT"). If your student receives consultation or direct service in any of these areas per their current IEP, or is suspected of having a need for related services, a specialist will be contracted to provide assessment, consultation and/or direct service.



Administrative Designee/LEA Rep - An administrative designee is required to participate in all IEP meetings. The primary purpose of the LEA Rep is to support the IEP team in collaborative discussion. Additionally, they are tasked with ensuring that our IEP team meeting processes remain both student-centered and legally compliant.



IEP Services

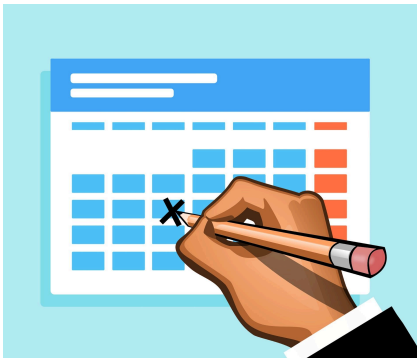
IEP Team Assignments

Prior to the first day of the regular school year, you will receive a personalized contact from your student's assigned Case Manager and all related service providers to discuss a schedule of service provision. Your student's IEP team will be selected and matched to your student(s) based on a variety of factors, including but not limited to credential/license type and geographic location. We have worked to expand our in-house faculty and currently employ a full team of Case Managers, Speech and Language Pathologists, SLP Assistant, School Psychologists, an Occupational Therapist and support staff to meet your student's needs.

Due to the complex nature of matching IEP teams to hundreds of students across several counties, the EACS team is not able to consider requests for specific CMs, providers, or related service agencies.

Scheduling IEP Services

When contacted by your student's service providers you will discuss available appointment times that allow for implementation of your student's IEP according to the frequency, duration, and delivery method required. Please note that services may only be provided during regular school hours (8:00 am through 4:30 pm).



Virtual Services:

All virtually delivered IEP services (individual or group) will be provided via Zoom or a similar online platform. Your CM, SLP, or related provider will provide specific information for platform access.

Virtual Session Participation:
Although the independent study setting offers scheduling flexibility for students to participate in many outside activities, it is important to remember that IEP services are deemed necessary in order for your student to receive educational benefit. With this in mind, when students are participating in any virtual special education service, the expectation is that they will be at home or in a quiet seated work area where they can remain fully engaged with the instructor for the duration of the session. It is not appropriate for students to join virtual sessions while laying in bed, in a car, or in any location where they are not able to respond to the instructor when asked through a variety of formats (e.g. on-screen chat, written responses).

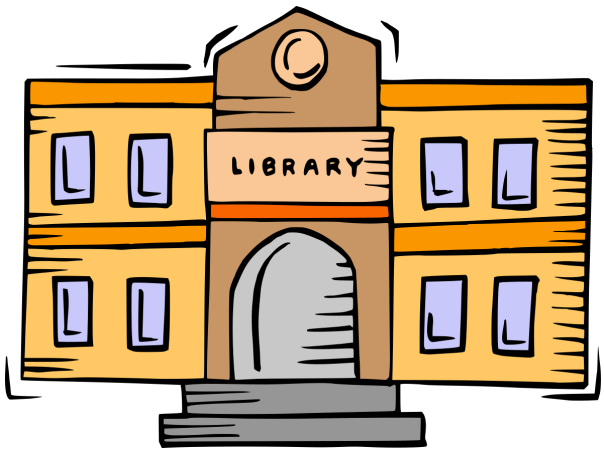
Please consider your student's schedule of virtual services before making commitments to activities that may pose a scheduling conflict or cause your student to be away from an appropriate academic work area when their sessions begin. In addition, EACS requires that students' web cameras are on and that the student is visible in the camera frame during the entirety of each virtual session. If you have any concerns with this, please contact your student's case manager to discuss.

Some of our students may require extra support from a parent during individual virtual sessions to help them adjust to the format. If the parent and CM agree that this is the case, the CM and parent must develop a fade out plan to increase the student's ability to independently participate in sessions.

EACS kindly asks that you are cognizant of your student's background and environment while they are participating in virtual sessions.

Due to the confidentiality requirements of special education, parents are prohibited from joining a group session without first identifying themselves. We kindly ask that parents refrain from participating, in any way, in a group session without prior permission from the CM or group instructor. Please note that services may only be provided during regular school hours (8:00 am through 4:30 pm).

In Person Services:
All in-person services will be provided in a public location deemed to be an appropriate environment for the purpose of providing the indicated service. Due to our independent study charter school guidelines, we are not permitted to meet your student for any activity in our physical office location. Please note that services may only be provided during regular school hours (8:00 am through 4:30 pm).



Public Meeting Locations

If your student's IEP calls for in-person service delivery, the service provider will identify appropriate locations to meet with your student within a 25 mile radius of your home address. The provider will contact you to discuss options and agree on a location prior to the first day of service.

Preferred locations for in-person services are public libraries and community centers, although public food establishments and public parks will also be considered. If your student is working with a vendored provider for OT, PT, APE, or another service; you may be required to travel to a clinic/office location to meet your provider.

In Person Participation Guidelines

When students meet EACS providers for in-person sessions, a parent or guardian is required to remain on the premises or within a five minute travel radius of the location. If you choose to leave the premises during your student's session, you must provide your cell phone number to the service provider. If your student experiences a health-related or behavior-related emergency during sessions, it is vital that you are close enough to return to the session location without delay. If an EACS staff member is not able to reach you in the event of a health-related emergency, they will be required to dial 911 for assistance. If your student has a documented medical condition potentially requiring the administration of emergency medications (e.g. Albuterol, Diastat, etc), a parent or caregiver designated by the parent must remain in the immediate proximity of the student for the duration of the in-person session to provide support if needed. Excel Academy employees and contracted support staff are not permitted to provide emergency medications to students .

Prioritizing IEP Services

We understand that in today's world our students have very busy schedules. We also understand that the EACS format allows for them to fill their day with all manner of enriching activities to supplement their formal educational journey. However, we ask that when committing to educational and extracurricular activities you consider the importance of your student's IEP services. Because each IEP service provider is tasked with setting up session schedules to accommodate both individual and group services for students, we ask that you

maintain scheduling flexibility with your student's IEP providers as you work together to determine a mutually agreeable session schedule.

If you are unable to agree to a mutually agreeable schedule and/or location for the delivery of individual special education services, such that your student's IEP is unable to be implemented, EACS will be required to select and notify you of your student's scheduled service time and location. If you choose not to make your student available during the designated service time, please be aware that they will not be entitled to make-up services and EACS may be required to issue a Progress Improvement Notification due to lack of participation/attendance.

All IEP services delivered in a group setting will be pre-scheduled by EACS and are not able to be modified.

If there is a delay on the part of EACS in assigning your student's IEP service providers, make-up sessions will be provided per the IEP for the duration of time that services were unavailable.

Cancellations/Reschedules/No-Shows

We understand that sometimes unforeseen circumstances present themselves. If you need to cancel your student's IEP service appointment due to a conflicting educational or personal activity scheduled during the same period of time, we ask that you please do so at least 24 hours prior to the scheduled appointment. If you need to cancel your student's IEP service due to illness, please notify the provider as soon as you are aware that your student will not be well enough to participate. Parent or student canceled sessions and no-shows will be considered an absence and will not be made-up. Requests to reschedule sessions cannot be accommodated due to staff bandwidth and capacity. If a student demonstrates a pattern of cancellations or no-shows for services, your CM will reach out to determine a plan for increased successful attendance. If the absences continue, you will be contacted by the EACS special education program specialist to discuss. If neither attempt results in improved attendance, Progress Improvement Notifications ("PINs") may be issued per the EACS Discipline and Involuntary Withdrawal Policy.

Special Education sessions may be cancelled in the event of a required staff activity or an unexpected staff illness. You will be notified in

writing via email in these circumstances. If a service is regularly provided in an outdoor location, cancellations due to weather are possible. Weather-related service cancellations will be determined at the discretion of the provider. Please be aware that EACS service providers cannot accommodate requests to modify service delivery from in-person to virtual/online/teletherapy due to weather. If you wish to request a make-up session due to a staff-related cancellation, EACS kindly requests that you email the Assistant Director of Special Education, Leah Vides, at lvides@excelacademy.education no later than one calendar week following the cancellation to document your request. All session make-ups will be provided during the EACS summer session.

Students are expected to arrive on time for all sessions to ensure they receive the full benefit of the support provided. If a student misses more than half of a session without prior notification, the absence will be recorded as unexcused. EACS requests that advance notification of anticipated absence be provided 24 hours prior to the session start time.

CM/ToR Collaboration

Learning Period (LP) Meetings

Learning Period (LP) meetings are a critical part of personalized learning at Excel Academy. The LP meeting takes place at a mutually agreed upon public location, approximately every 20 school days. During the meeting, the ToR communicates with the student one on one to gather information and knowledge learned throughout the LP. If your student is participating in the

Virtual Elementary path, their ToR will maintain ongoing documentation of core content presentation in place of the LP meeting requirement.

While it is not required, we encourage you to please share work samples with your student's CM monthly as well. If work samples are not provided regularly throughout the year, your student's CM will request recent samples from your student's ToR, along with general information regarding their observations of academic progress, prior to any scheduled IEP meeting.

Body of Work

A body of work is 20 days worth of learning, in each assigned subject area, generated from the ToR-provided Pacing Guide for each core subject/course. All work should be graded or evaluated in some manner. At each LP meeting, the ToR will collect a sampling from the body of work in each subject/course that is an accurate representation of the work completed. The ToR will file these samples as proof of student daily engagement, attendance and progress.

When scheduling LP meetings with the ToR, please keep in mind your student's Excel provided services. Missed service sessions due to LP meetings will not be made up.

Please note that your student's IEP service providers are required to provide specially designed instruction in accordance with their current documented IEP goals and objectives. Because of this, they are not able to support student completion of work samples for the sole purpose of meeting LP body of work requirements.

Student Pacing and Curriculum

The ToR will provide a pacing guide for all curriculum content in a student's Course of Study before each LP begins. The student's assigned ToR will review the body of work completed by the student throughout the LP and engage in academic conversation to confirm content mastery. Progression through the assigned curriculum content will be verified by the ToR on a weekly basis. If students fail to complete at least 70% of the pacing guide provided by the ToR, they may be issued a PIN.

The ToR, CM, and Special Education Coordinator will collaborate on pacing for students receiving support via an IEP, as needed and requested by the ToR and/or parent. In addition, if a student requires exposure to both a core grade-level curriculum and a supplemental curriculum in order to address their unique needs, consultation will be provided to support appropriate selection, pacing and assessment of progress. If a student is entirely unable to access core grade-level curriculum due to their disability, the IEP team will meet to discuss and determine an appropriate instructional level, and will discuss the long-term considerations of moving a student to an exclusively alternate curriculum.

Special Education Attendance

Consistent attendance for all IEP services is essential to ensuring that each student makes adequate progress and is receiving appropriate ongoing support for their disability-related educational needs. If your family is experiencing a special circumstance that will prevent your student from attending their IEP services consistently, you are encouraged to notify your student's CM as soon as possible. When a student accumulates three cancellations or no-shows for services, your CM will reach out to determine a plan for increased successful attendance. If the absences continue, you will be contacted by the EACS special education program specialist to discuss the concern. If neither attempt results in improved student attendance, Progress Improvement Notifications ("PINs") will be issued per the EACS Discipline and Involuntary Withdrawal Policy.

General Education Attendance

Along with the assessment of student work, another responsibility of the ToR is to verify and claim attendance monthly. Daily engagement will be assessed each school day. Attendance will be claimed on or after the last day of the Learning Period. After reviewing daily engagement and the student's work, the ToR will verify that ample work was completed by the student from the provided pacing guide for the LP,

and the ToR and parent/guardian will sign and date the electronic Attendance Grid Log. *Please note that attendance for IEP services is documented and monitored separately, and does not replace LP attendance requirements. Attendance for students participating in the Virtual Elementary Path will be supported by the ToR.*

Special Education Assessment

Special Education is defined by law as “specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability.” In order to determine a student's unique needs and discuss their eligibility for special education, assessment in the areas of suspected disability are required. Once all assessments are complete, the IEP team meets to discuss results, review student progress, and answer the following questions.

1. Does the student meet the State of California’s definition for eligibility criteria as an individual with a disability?
2. Does the severity of the disability have an adverse effect on the student’s educational performance?
3. Does the student require special education services to ensure a free appropriate public education?

There are times when an assessment is required, and times when it will be recommended.

Required Assessment Decision Points:

1. Initial referral for special education.
2. Once every three years following the initial (AKA Reevaluation).
3. Anytime a new or additional disability is suspected by any member of the IEP team.

Recommended Assessment Decision Points:

1. Significant change in progress, disability status, or age since last evaluation.
2. Recommended exit from special education service.
3. Lack of consensus among the IEP team regarding the student's disability condition, unique needs, or offer of FAPE.

If your student is due for a required assessment, you will be provided with an Assessment Plan (AP) at least 60 days prior to the date on which the IEP team will be required to convene and discuss results.

If your student is recommended for an additional assessment, an early Reevaluation, or a special education assessment for any other reason, an AP will be provided within 15 calendar days of the referral concern being raised.

Once your consent to the AP is received, you will be contacted by the assigned assessment team to begin scheduling assessment contacts. We kindly request your cooperation and flexibility in accommodating the assessment team as your student may encounter multiple assessors and testing sessions. Following completion of the assessments, an IEP team meeting will be scheduled to review results and discuss recommendations. If you do not choose to provide consent to a required or recommended assessment, a representative from the EACS special education administrative team will contact you to discuss your concerns.

Observation of Student Educational Activities

EACS staff may observe any enrolled student while engaged in educational activities, with or without prior notice. While this is permitted to occur for any reason deemed appropriate and necessary by EACS administration, the primary functions of observation are to ensure that EACS is providing adequate support to students learning in our Independent Study Charter School environment, as well as to provide support and evaluative feedback to staff. Observations may occur during any Excel sponsored, funded, or supervised activity including but not limited to virtual meetings, online courses, in-person meetings, enrichment activities, extracurricular activities, and field trips.

Special education staff may observe your student participating in their educational day for the purposes of consultative/instructional support to colleagues, staff evaluation purposes, and to provide oversight to the special education team in the delivery and implementation of the special education program. When observations are required to be completed by internal staff to ensure compliance with state and/or licensing board requirements regarding oversight of service providers, student sessions may be canceled in advance to allow for these observations to occur as required.

If the purpose is to complete a structured or unstructured student observation as a portion of formal multidisciplinary evaluation, you will have provided prior permission via an active Assessment Plan (AP).

Individualized Education Plan ("IEP") Information

IEP Overview

The term "individualized education program" (IEP) refers to a written document, developed for each child with a disability, to include:

1. Student's present levels of academic achievement and functional performance, including how the disability affects involvement and progress in the general education curriculum.
2. A statement of measurable annual goals, including academic and functional goals designed to enable the student to make progress in the general education curriculum; and to meet other educational needs that result from the disability.
3. A description of how the student's progress toward meeting the annual goals will be measured, and when.
4. A statement of the special education, related services, and supplementary aids and services that will be provided to appropriately support the student in making progress toward the annual goals.
5. An explanation of the extent, if any, to which the child will not participate with typically developing peers in the regular class and extracurricular and nonacademic activities.
6. A statement of any individual appropriate accommodations that are necessary to support access and formally measure academic achievement and functional performance.

IEP Meeting Scheduling and Participation

The following team members are required to participate in all IEP meetings:

- Parent/Guardian or Designee
- Teacher of Record
- Case Manager
- LEA Rep

*Additional IEP team members may be invited, depending on the purpose and agenda of the scheduled meeting.

Parents/guardians will be contacted at minimum 10 days prior to any proposed IEP meeting date to discuss availability. If no response is received, a written meeting invitation will be provided to reflect the proposed meeting date and time. If you would like to designate another family member or friend to represent you as the parent/guardian at your student's IEP meetings, please submit your request in writing to your student's CM.

If EACS does not receive a response from a parent/guardian when proposing a required IEP meeting, three attempts will be made to engage parents/guardians in the scheduling process. If those attempts are unsuccessful and no response is received, an IEP date will be determined based on the availability of the remaining team members, and the IEP will be held without parent/guardian participation.

All EACS IEP meetings are held via the online platform Zoom, which provides both telephonic and videoconference access. Prior to the meeting all participants will be provided with a unique, secure access link.

Annual IEP Review Meetings

Each student's IEP is required to be reviewed at least once annually. The primary purpose is to discuss progress toward achievement of annual goals, and to update and revise the IEP appropriately. In addition, the IEP team will meet whenever the parent or another IEP team member requests a meeting to discuss, review or revise the IEP. An IEP meeting will be held within 30 calendar days of receipt of a written or verbal request from a parent.

Changes, Corrections and Amendments

If making changes to a child's IEP after the Plan Review IEP Team meeting for a school year has already occurred, the parent and LEA rep may agree not to convene a full IEP team meeting and instead may develop an amendment to correct or modify the student's existing

IEP without a formal team discussion. While this is legally permitted with parent consent, it is recommended that it only be used for minor corrections and changes. The majority of concerns will necessitate the participation of all required IEP team members.

IEP Meeting Guests

Parents/guardians are permitted to invite anyone of their choosing to participate in their student's IEP. However, we at EACS kindly request that you notify your student's CM of any additional attendees prior to the IEP date. If EACS does not receive prior notification of an additional guest, the meeting will proceed so long as the guest participates in discussion in a collaborative and respectful manner, as described below in *IEP Participation Norms and the EACS Civility Policy*.

If the guest is not able or willing to participate appropriately and the parent/guardian insists on their participation, the LEA representative may choose to end the meeting and reschedule for a time when additional administrative support can be provided.

IEP Meeting Participation Norms

1. Allow each other to talk without interruption. If needed, write questions or comments down and present them when the person is finished speaking.

2. Treat each other with respect. Voice levels will be kept down, profanity will not be used, narration will be kept to a minimum and everyone will remain engaged until the meeting is over. Generalized statements such as "You never…" "He always…" "No one cares about…" etc. will be avoided.

3. Summarize assessment results in 15 minutes or less.

4. Listen to understand each other's viewpoint. Frame responses as a question and do not assume you know the answer. You may not agree with the person speaking and that is your right. Everyone is entitled to their personal view.

5. Focus on the future whenever possible rather than returning to past difficulties.

6. Anyone may call a private meeting (caucus); just ask for one.
7. The meeting is confidential.

8. Agree to time constraints.

Additionally, please be aware all activities occurring while in contact with Excel Academy staff are bound by the EACS Civility Policy. In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. Communicate - The party experiencing the uncivil behavior will communicate that the behavior is not civil and uncivil behavior must cease immediately.
2. End Activity/Meeting - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. Referral - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. Determination - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Sample Plan Review IEP Meeting Agenda

1. Introductions, Purpose of Meeting, Establish Time Constraints
2. Procedural Safeguards
3. Student Strengths and Parent Concerns
4. Goal Progress Review
5. Special Factors
6. Proposal of New Goals
7. Accommodations and Modifications
8. Statewide Assessments
9. Services
10. Transportation
11. Extended School Year
12. Placement and LRE
13. Emergency Circumstances Plan
14. Offer of FAPE

Understanding FAPE

The acronym "*FAPE*" stands for Free and Appropriate Public Education. All students enrolled in EACS are enrolled in a public charter school, thereby ensuring access to three portions of this standard - *Free, Public, Education*.

The "A" in FAPE, stands for "Appropriate" and is determined via the IEP process. The FAPE standard mandates that every student identified as eligible for special education receive an education that includes specialized instruction to meet their unique needs. The formal written offer of FAPE is usually the final discussion item in the IEP agenda, and outlines the specific services and supports deemed necessary to provide the student with a FAPE.

IEP Consent

Following each IEP meeting, you will receive a full copy of the final IEP document via Docusign. *The EACS team asks that you please review and provide a response to your student's IEP within 15 calendar days*. If you have any questions regarding the content of your student's IEP document and would like to discuss it further before providing a response, please contact your student's CM. Each IEP signature page will reflect options to agree in full, or to agree with exceptions. If no response is received within 15 days of the first Docusign delivery, the EACS special education program specialist will follow up with you to discuss your options for providing consent

It is important *to note that without parent consent, we are unable to implement any changes to the IEP, including any changes to your student's services or accommodations.*

Independent Study and Special Education

EACS offers independent study to meet the personalized educational needs and goals of all enrolled students. For students with identified special education needs, the IEP then provides an additional layer of individualization. It is important to note that Independent Study is an alternative education program designed to teach the knowledge and skills of the core curriculum, and is considered to be a uniquely non-restrictive placement within the special education continuum. Independent study placement cannot be unilaterally determined by a parent or LEA, it must be an IEP team decision.

As part of the required agenda topics for each IEP meeting, the student's team will review progress, discuss ongoing needs, and will determine an offer of FAPE in the LRE. If the needs of the student can continue to be met in the Independent Study setting, it will remain the recommended LRE. However, if the student is determined to require a more restrictive placement in order to make progress, the IEP team is obligated to make an offer of FAPE to include a placement in the LRE that is appropriate for the individual student.

Curriculum and Materials

California State & Grade-Level Standards

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

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

Criteria for Materials That Can Be Purchased with Instructional Funds (IFs)

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

General Criteria:

- Educational curriculum ordered is appropriate for the student's courses and learning plan.
- Materials must be used to meet state and school standards for the student for whom the materials are being purchased.

Additional Guidelines for Special Education

Students who are receiving the support of special education are likewise expected to show progression toward grade-level standards, unless the IEP team has agreed that an alternate curriculum is required due to the unique nature or severity of the student's disability condition.

Unless an alternate curriculum determination has been made and documented by the IEP team, all EACS students must first select an appropriate foundational core curriculum to address all standard subject requirements at their enrolled grade level. Once that selection has been made, it is appropriate and permitted to select an additional supplemental curriculum to support scaffolding between the student's instructional level and currently enrolled grade level. If you require support in selecting an appropriate core curriculum at your student's grade level, or a supplemental curriculum, you are encouraged to collaborate with their assigned ToR and CM for recommendations.

Intervention

WIN

The What I Need (WIN) Program provides quality instruction & progress monitoring to a particular group of students who are performing below grade-level standards. Students are placed in the WIN program based on i-Ready data and ToR proctored assessments. Excel believes it is imperative to ensure each student is performing up to their full potential. Additionally, the state of California requires every public school to have a *Multi-Tiered System of Supports (MTSS)* in place to help students reach state standards. (Link provided: https://www.cde.ca.gov/ci/cr/ri/)

It is important to note that ALL parts of the WIN program are *required* per the *Acknowledgment of Responsibilities* signed with the 2023/2024 Master Agreement. If students or parents do not participate in the WIN Program, they may receive a Progress Improvement Notification (PIN).

It is important to note that EACS students receiving special education are not exempt from WIN requirements. WIN is intended to provide Tier 2 academic support and intervention, and

Special Education is intended to provide Tier 3 support via specialized academic instruction (SAI). These two levels of support build on each other; one does not automatically replace the other. However, it is recommended and encouraged that any concerns regarding a special education student's participation in the WIN program be brought to the IEP team for discussion and consideration.

State and Local Assessments

i-Ready Benchmark Assessments

i-Ready benchmark assessments are adaptive diagnostic tests that will indicate mastery and identify learning gaps for students in grades K-11. The benchmark assessments will be administered at least twice annually within the set testing windows. There is no law permitting a parent to opt out of the school's internal assessments, and therefore, students are required to participate in all internal assessments. However, any applicable accommodations will be provided per the student's IEP.

Statewide Standardized Testing

All students identified as requiring special education are expected to participate in standardized state and local assessments along with their nondisabled peers. The California Assessment of Student Performance and Progress ("CAASPP") is the state-mandated academic testing program. The California Alternate Assessment ("CAA") is available to students with significant disabilities preventing access to the CAASPP. All charter schools are required to administer the CAASPP and CAA to identified students, as well as other state-mandated assessments.

In California, parents may opt out of state mandated academic testing by submitting a written request to the school each year. *We do not recommend opting out.* Again, please note that this applies only to state mandated assessments and will not excuse your student from

participating in EACS' required internal progress monitoring activities such as iReady assessments, described above.

Your student's IEP includes a section wherein any permitted accommodations will be reflected to support your student's access to standardized state testing activities. If your student's IEP reflects highly individualized accommodations requiring one-on-one administration, their participation will be supported by a designated member of the special education team. If you have concerns about your student's ability to access statewide standardized testing, you are encouraged to discuss your concerns with the IEP team.

If your student requires one-on-one testing, you will receive communications from the special education department prior to the testing window regarding the specifics of planning for your student's participation. The testing window typically takes place during the last 6-7 weeks of the school year, in April and May. We strongly encourage you to consider this timing when making plans for out-of-state travel with your student. If your student is required to test in-person due to their IEP accommodations, you will be provided with a minimum of two weeks notice regarding test locations and appointment times. During the statewide testing window, some of your student's regularly scheduled service sessions may be rescheduled and/or canceled to allow for internal special education staff to support student participation.

If you have any general questions about the EACS statewide testing requirement, please refer to the EACS 2025-2026 Manual.

Student Testing Participation Requirement

All students currently enrolled in Excel Academy are required to participate in local and statewide assessments (where applicable). Failure to participate or satisfy assessment requirements may result in PINs being issued to the student per the EACS Discipline and Involuntary Withdrawal Policy. Please refer to Excel Academy's Local Assessment Policy for more information.

Report Cards and IEP Progress Reports

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

IEP Progress reports will also be provided biannually, during the same timeframe in which semester-end report cards are completed. Your student will receive a detailed progress report for each individual goal addressed by the last agreed upon IEP.

In addition, your student will receive updated progress reports at each annual IEP review meeting. The data shown on each progress report provided at the semester's end will reflect progress from the point of the last IEP revision to the end of the semester. For the most comprehensive picture of your student's IEP progress over the course of one full IEP implementation year, please refer to the annual progress report provided within the annual IEP review.

High School

Graduation Requirements

Students are eligible to earn a regular high school diploma when all requirements below have been met:

1. English - 40 credits
2. Math - 20 credits
3. Science - 20 credits (1 life/1 physical)
4. History - 30 credits (1 US/ 1 world/gov/econ)
5. VAPA/World Language/CTE - 10 credits
6. PE - 20 credits
7. Ethnic Studies - 5 credits
8. Electives - 75 credits

Total to graduate: 220 credits
*5 credits = 1 semester / 10 credits = 1 year

Certificate of Completion ("COC") and Alternative Pathway to Diploma

Not all students in California public schools are able to meet traditional graduation requirements. California public school students with significant disability conditions have the option to pursue an alternative

pathway to diploma or anon-diploma track to earn an alternative form of certification that will permit participation in graduation and graduation related activities. Students with identified unique needs related to a disability condition are eligible for an alternate High School completion option, per their active Individualized Education Plan ("IEP").

Given that the aforementioned is based on an IEP team recommendation, the IEP team will meet to discuss high school completion options and determine the appropriate path for any student identified with a significant cognitive disability. This IEP meeting may occur as early as the spring semester of the student's 8th grade year but will be held no later than the first semester of enrollment in 9th grade coursework. The student's progress toward high school completion requirements will then be revisited at each IEP meeting to follow.

If it is determined by the IEP team that an appropriate High School completion path is the **Alternative Pathway to a Diploma**, the student will be required to meet the following requirements:

A minimum of 135 credits is required, as follows:

1. English: 3 years/minimum 30 credits
2. General Math: 2 years/minimum 20 credits **must include Meet or Exceed Algebra 1*
3. Science: 2 years/minimum 20 credits (10 life, 10 physical)
4. Social Studies: 3 years/minimum 30 credits (10 world history, 10 US history, 5 civics, 5 economics)
5. World Language, Visual and Performing Arts (VAPA), or Career Technical Education (CTE): 1 year/minimum 10 credits
6. Physical Education: 2 years/minimum 20 credits
7. Ethnic Studies: 1 semester/minimum 5 credits

Total to earned COC: 135 credits

Each student completing an alternative pathway to diploma must be eligible to take the California alternate assessment ("CAA") as described in Education Code 60640, and must complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.

If it is determined by the IEP team that the appropriate High School completion path is the **Certificate of Completion ("COC")**, the student will be required to meet the following requirements:

1. Three years/six semesters of English Language Arts.
2. Two years/four semesters of mathematics.
3. Two years/four semesters of science, including one year each of life biological and physical sciences.
4. Two years/four semesters of social studies.
5. Two years/four semesters in physical education, unless the pupil has been exempted pursuant to the provisions of Ed Code Section 51241.
6. Two and a half years/five semesters of Employment, Education, and Life Skills. Five credits (one semester minimum) required in each category.

Total to earned COC: 135 credits

Students who earn an Alternative Diploma or COC are eligible to participate in one graduation ceremony and any school activity related to graduation once all requirements are met. Students who earn either of these may elect to remain enrolled at EACS beyond graduation to receive supports related to adult transition. In these cases, the student's IEP team will convene no later than the Spring semester of the anticipated COC completion year in order to discuss recommendations. If a student requires the continued support of a formal adult transition program, the IEP team will convene again to discuss recommendations. For more information, please refer to the EACS Certificate of Completion and Alternative Pathway to Diploma Policies.

Individual Transition Plan ("ITP") and Transition Services

An ITP is required to be developed for each student with special needs upon entering high school. This portion of the IEP will contain:

1. Appropriate measurable postsecondary goals related to training, education, employment, and where appropriate, independent living skills. These recommended goals will be based upon age appropriate transition assessments.

and

2. Recommended transition services needed to assist the child in reaching postsecondary goals.

Federal law requires schools to provide disabled students with specialized supports from age 3 until age 22, or until they graduate from high school with a regular high school diploma. Students who receive a COC may decide to return to high school and can do so

through the age of 22. There are three events that end the school's responsibility to a student with a disability.

1. Student earns a regular high school diploma.
2. Student turns 22.
3. Student or parent/guardian (in the case of conserved adults) requests revocation of all special education and related services.

Graduation

All special education students who are working toward earning a regular high school diploma will receive a Prior Written Notice ("PWN") no more than 30 days prior to their anticipated graduation date. The PWN will confirm the forthcoming completion of diploma requirements, and will provide specific information regarding the end of special education services due to graduation. Following graduation, a Summary of Progress ("SOP") and copies of all recent IEP documentation will be provided to the parent/guardian and/or adult student along with their final IEP progress report.

Student/Parent Requests for Revocation of Special Education

Parents and non-conserved students of majority age have the right to entirely revoke the provision of special education and related services at any time, without reason, following notification in writing. While we ask that you please put such a request in writing, EACS will accept verbal revocation requests made to any staff member, and will follow-up in writing to confirm informed consent to the revocation.

Parents and non-conserved students of majority age also have the right to revoke specific services. In these cases, an IEP will be scheduled to discuss the ramifications of the request.

Once a student or parent has revoked permission to implement the IEP, the student is immediately considered a general education student. If new concerns arise following a revocation decision, the special education referral process may be initiated again by the student, parent, or any staff member without delay.

Schoolwide Discipline Procedures

Progress Improvement Notification (PIN) and Identified Assignments
In order to remain enrolled at Excel Academy, the responsibilities outlined in the Master Agreement, Independent Study Policy, Attendance Policy, and Discipline and Involuntary Withdrawal Policy must be followed. Within these policies, the process for which a student may be involuntarily withdrawn from Excel Academy is outlined. Part of that process includes the issuance of Progress Improvement Notifications ("PINs") when a student fails to complete identified assignments key to a student's success in the independent study environment or any other responsibilities outlined in the EACS Handbook, Acknowledgement of Responsibilities, and Master Agreement.

Governing Board Policies

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

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

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

Translation in primary language can be provided upon request.

Procedural Safeguards

Individuals with disabilities and their parents are afforded rights and procedural safeguards to ensure that all individuals with disabilities are provided a free and appropriate public education

(FAPE).

Parents can obtain assistance in understanding their rights and procedural safeguards from the Excel Academy Charter School Special Education Department, the Sonoma County SELPA, or the California Department of Education.

Excel Academy's special education department receives general operational support and guidance from the Sonoma County Charter SELPA (sonomaselpa.org). Please refer to the following links for the most current Notice of Procedural Safeguards. If you require translation in a language other than those presently available on the website below, please contact our office for assistance.

https://www.sonomaselpa.org/info/notice-of-procedural-safeguards

Frequently Asked Questions

1. **I think my child's sibling may need special education services. Who do I call?**
   Please contact EACS' School Psychologist, Noell Scott, at nscott@excelacademy.education for additional information.

2. **My student has a private specialist they really enjoy working with. How can I request that we work with them for their IEP services?**
   EACS will not accept requests to develop new relationships with specific special education agencies or providers. The internal special education team currently includes a staff of highly qualified and appropriately credentialed professionals to provide the majority of IEP services. For any specialty areas in which we do not employ internal staff, an appropriate NPA-approved provider will be identified and assigned within your county of residence.

3. **What is the process for requesting a new Case Manager or IEP service provider?**

Due to the complex nature of matching IEP teams to hundreds of students across several counties, the EACS team is not able to consider requests for specific Case Managers, providers, or related service agencies.

**If you have a concern to report regarding your Case Manager or a related service provider failing to implement your student's IEP, please contact Angela Garbe, Program Specialist at agarbe@excelacademy.education.*

4. **I work full time. How am I expected to keep up with the expectations of this school?**

   EACS provides support to students and families in successfully accessing and participating in independent study. All EACS students must additionally have the support of a primary educator in the home setting during the school day; usually a parent or guardian. We understand that each of our families have different personal circumstances, however, the success of your student in our independent study placement depends largely on the ability of a consistent adult to provide core instruction.

5. **I recently received a new diagnosis from my student's pediatrician that may affect their learning. Do I need to inform the IEP team?**

   Anytime you have new information regarding your child that may affect their learning it is important to share with the IEP team. Please contact your Case Manager with this information and an IEP meeting will be called to review any new records and discuss if any changes to the current IEP are necessary.

6. **I have private speech, PT and OT services through my insurance. Can I choose to only attend those instead of the IEP services EACS offered to address my student's needs?**

   EACS is required to ensure the provision of all services to your student, by qualified personnel, in accordance with their current IEP offer of FAPE. We understand that many students additionally receive privately funded services outside of school hours however they cannot replace educationally-based services. If you believe your student no longer requires these services to address their unique educational needs, please contact your student's Case Manager to request an IEP meeting and discuss their progress.

7. **I am not willing to transport my student to multiple locations during the week to meet with their IEP service providers. Can I change all their IEP services to virtual delivery?**

   EACS is a flexible, Independent Study charter school. All special education services are either provided virtually, in-person at a service provider's clinic/agency, or in-person at a mutually agreed location between the student's home and the service provider's location. Service delivery setting (in-person or virtual) is an IEP team decision determined according to the individual student's needs as a result of their disability. Travel distance is not a consideration when determining whether virtual or in-person services are appropriate.

8. **Can I request all individual service delivery? My student doesn't do well in groups.**

   Service delivery is an IEP team decision based on the recommendation of the service provider and team discussion. The IEP team will consider the student's specific needs and IEP goals as a guide when determining the appropriate service delivery group size for each individual student. At times it may be appropriate for a student to receive special education services within a small group setting to support goal progress, while at other times individual services are determined appropriate.

9. **How do I request a copy of my student's special education records?**

   Please contact registrar@excelacademy.education.

10. **I have a question about my student's recent IEP. Who do I contact?**

    Your first point of contact for all questions regarding any portion of your student's IEP, or the implementation of services, is your student's current Case Manager.

Glossary of Terms

AoR: Acknowledgment of Responsibilities

AP: Assessment Plan

APE: Adapted Physical Education

CAA: California Alternate Assessment

CAASPP: California Assessment of Student Performance and Progress

CM: Case Manager

COC: Certificate of Completion

Ed Code: California's comprehensive guideline of laws and regulations for special education

ESY: Extended School Year

FAPE: Free and Appropriate Public Education

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Plan

IF: Instructional Funds

ITP: Individual Transition Plan

LEA: Local Education Agency

LP: Learning Period

LRE: Least Restrictive Environment

MA: Master Agreement

OT: Occupational Therapy

PIN: Progress Improvement Notification

PT: Physical Therapy

PWN: Prior Written Notice

SAI: Specialized Academic Instruction

SLP: Speech and Language Pathologist

WIN: "What I Need" - EACS Intervention Program

Coversheet

Consent - Personnel Services

Section: VII. Consent
Item: C. Consent - Personnel Services
Purpose:
Submitted by:
Related Material: Employee Handbook 25-26.pdf
Excel Academy Comprehensive Safety Plan.pdf
Job Descriptions for 6.12.25 Board Meeting.pdf

BACKGROUND:

Item: Approval of the 2025-2026 Comprehensive Safety Plan Revisions:

Revisions include:

- Addition of the Instructional Continuity Plan (ICP)
- Separation from the IIPP
- Procedures to prepare for active shooters or other armed assailants by conducting a drill, the development of specified procedures relating to that drill
- Updated Field Trip Coordinator title to Community Engagement Coordinator
- Updated Suspension/Expulsion Policies and Procedures to reflect the most updated language in the recent petition renewal
- Added Cardiac Emergency Response Plan Protocol

Item: Approval of the 2025-2026 Employee Handbook Revisions:

Revisions include:

- Section added to remain in compliance with Ed Code §44939.5 (as amended by California Assembly Bill 2534) regarding providing information for individuals who submit applications for certificated positions in secondary or elementary education.
- Updated employer contributions for benefits
- Updated verbiage regarding Teachers driving up to 50 miles one way to service students.
- Updated Victims of Domestic Violence leave section to extend eligibility to employees whose family members who are victims of crime.

EXCEL ACADEMY
A TK-12 Public Charter School

Employee Handbook

2025-2026

EMPLOYEE STANDARDS ● POLICIES & PROCEDURES ● SAFETY ● EMPLOYEE BENEFITS

The Employee Handbook may not be changed in any way without express written approval from the Board of Directors.

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Welcome!

We are thrilled to welcome you to the 2025-2026 school year at Excel Academy Charter School!
You are joining a team of dedicated, award winning educators and loyal, hardworking support staff! As a school, we seek to hire and retain high caliber individuals to meet our vision of personalized education.

We truly value our employees and have developed this Employee Handbook ("handbook") to assist you with understanding our policies, procedures, and performance expectations. As the employee, you are responsible for reading and understanding the handbook as well as any posted revisions. If you have any questions or need clarification, please don't hesitate to reach out to our Director of Human Resources, Megan Anderson or designated HR or payroll staff. Our goal is that you take pride in your role at Excel Academy, as you are instrumental in the lives of our students and families. We sincerely hope that you will find your employment at Excel Academy Charter School to be one of enrichment collaboration and an overall professionally rewarding experience.

Best wishes for a wonderful school year!

The Excel Academy Leadership Team

Right to Revise

This handbook is the employee's guide to understanding the provisions of their employment with Excel Academy Charter Schools ("School"). Please be advised that written employment agreements between the School and individuals may replace some policies/procedures in this handbook. This handbook supersedes any and all prior published handbooks and any policy, memoranda, or benefits statements that are contrary to the policies that are outlined here.

The School reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Any such changes must be in writing and must be signed by the CEO or designee.

Any written changes to this handbook will be distributed to all employees, so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the policies and procedures applicable to employees of the School. Employees are expected to abide by all policies in this handbook. Nothing in this handbook or in any other personnel documents creates or is intended to create a promise or representation of continued employment for any employee. Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

At-Will Employment Status

School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the School has the authority to make any such agreement, which is binding only if it is in writing and approved by the Board of Directors.

Though many items surrounding employment may be changed or updated (such as the eligibility of benefits, promotion, or leaves) the status as an at-will employee does not change — the employment relationship may be terminated with or without cause and with or without advance notice, at any time by the employee or the School.

Section I: Nondiscrimination Policies

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School's mission, vision, and values. School policy prohibits unlawful discrimination based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), 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 (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, 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 can 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; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.

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 in the educational program or any activities which it operates, including employment in such programs and activities.

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee

evaluation and compensation, and discipline/dismissal practices annually.

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

Megan Anderson
Director of Human Resources
Excel Academy Charter Schools
1 Technology Drive I-811
Irvine, CA 92618
manderson@excelacademy.education

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy should, as appropriate, immediately contact their supervisor, the Title IX coordinator, or the CEO, or any person they feel comfortable going to 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 Title IX coordinator or Human Resources (HR).

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 supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to and including dismissal.

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 should 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. The School will implement reasonable accommodations that do not impose undue hardship.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment, discrimination, retaliation 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 (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), 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 (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability(including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, 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.

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, community providers, 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:

1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
2. Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;

3. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
4. 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;
5. Retaliation for reporting or threatening to report harassment; and
6. Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by the School 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 can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

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), any team member they feel most comfortable reporting to, or the 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 are protected from retaliation of any kind.

1. 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 an individual is used as the basis for 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 main administration offices 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.

Managers and supervisors are to ensure that no such intimidation or harmful

atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort should 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, HR, the Executive Director or the 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 complainant should 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.

2. 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. Please see the list of protected categories as stated in the Equal Employment Opportunity and Anti-Harassment sections of the handbook.

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 should discuss their concerns with their immediate Executive Director, supervisor, manager, HR, or person they feel most comfortable 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 HR. In addition, the School encourages individuals who believe they are being subjected to such conduct to promptly 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, discrimination and retaliation. However, the School cannot resolve a harassment, discrimination or retaliation problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it can take the necessary steps to correct the problem.

3. Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, discrimination or retaliation

may be addressed through the School's Uniform Complaint Procedures. A complaint will be followed by prompt and thorough 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.

a. 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 should 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 should 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.

b. 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 should 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 can 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 and thoroughly. 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.

4. 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 should be reported immediately and will be promptly investigated and addressed.

5. Conclusion

This policy was developed to ensure that all employees can 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 should talk with their supervisor or the HR department. Finally, these policies should not, and may 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 should 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 listed 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.

D. Diversity Policy

The School is committed to fostering, cultivating and preserving a culture of diversity and inclusion.

Our staff is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only the School's culture, but its reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

The School's diversity initiatives are applicable—but not limited—to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Work/life balance through flexible work schedules to accommodate employees' varying needs.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity.

All employees of the School have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other school-sponsored and participative events.
Any employee found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action up to termination.

Employees who believe they have been subjected to any kind of discrimination that conflicts with the School's diversity policy and initiatives should seek assistance from an HR representative.

Initial_____

Section II: Employment Requirements

A. Child Abuse and Neglect Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are mandated reporters and are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. Call the local Department of Family and Children's Services (DFCS) to report child abuse and neglect. If there is a life-threatening emergency to a child however, call 9-1-1. The phone call to the DFCS is to be followed by a written report within 36 hours of receiving the information concerning the incident. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following several forms:

1. Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
2. Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.
3. Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.
4. Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer unjustifiable pain or mental suffering" or when any person endangers a child's health.

Confidentiality

A mandated reporter is required to give their name. The identity of all persons who report shall be confidential. Violation of statutory confidentiality is a misdemeanor.

DFCS may reveal the names of reporting parties only to other investigative agencies as specified by law. No person required to report abuse will bear criminal liability for reporting. No supervisor or administrator may impede or prohibit reporting.

All employees, prior to commencing employment, are required to acknowledge the provisions of Penal Code Section 11166 regarding mandated reporting and will comply with those provisions as outlined in the employment agreement. All employees will also be subject to annual training as required by law.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or $1,000 or both.

B. Employee Access to Confidential Information

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of the employee's work, the employee may have access to confidential information regarding students, parents, suppliers, other customers, or perhaps even fellow employees without consent from that individual. The employee has the responsibility of preventing the revealing or divulging of any such information unless it is necessary for the employee to do so in the performance of their duties and in accordance with law. Access to confidential information should be on a "need-to-know" basis and must be authorized by the CEO or designee. Any breach of this policy will not be tolerated and will lead to disciplinary action and possible legal action.

Please note the release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. Confidentiality of student information is a requirement of the law and great care must be taken to ensure it is protected. No student information will be released without the specific authorization of the CEO or designee. Employee information may be released as part of a Public Records Act request, for the purpose of employment verification with prior written approval by the employee, or as required by law.

C. Student Data/FERPA

All information contained in a student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). These records are the property of the

School, whose responsibility it is to secure the information against loss, defacement, tampering or use by unauthorized persons. Staff is prohibited from discussing students' academic or personal information outside the scope of performing the duties of one's position. No student's files are to be taken off premises unless granted permission by the CEO or designee. Only teachers, administrative, and office personnel are permitted to review student's files. When a file is requested from the School office, it must be signed out and returned the same day. No student files, records, forms, communication or reports may be copied without express authorization from the Executive Director. Under no circumstances may student information be used for an employees' personal use.

Employees may not remove any materials from any student's file. Files may not leave the office without specific written authorization from the CEO or designee. Employees who access student files are responsible to secure their contents and maintain confidentiality.

D. Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the School's business dealings.

1. Personal Financial Interest

All such persons shall be neither personally nor financially interested in any contract made by them or by the school that employs them. For purposes of this policy,

(1) "Personally interested" shall mean any situation where private and/or personal interests conflict with official duties and shall include non-economic interests such as familial relationships.

(2) "Financially interested" shall mean any contract with an individual, entity, or company in which any such person related by blood, marriage or civil partner, any other person with a close personal relationship to any such person who has an ownership interest, an investment interest, or a familial interest, and encompasses any situation where any such person's official judgment may be influenced by personal consideration or expectation of financial gain or any compensation or consideration of any kind other than that officially provided to any such person by the School.

2. Statement of Economic Interest (Form 700)

Board members and staff who make or influence governmental decisions or financial decisions of the organization are designated in the Conflict of Interest Code adopted by the Board. These individuals must complete and file a Statement of Economic Interest, Form 700. The Form 700 ensures transparency and accountability in

alignment with the Political Reform Act.

It is the policy of this School that elected or appointed school governance body members, school administrative officers, and school employees shall not place themselves in any position where their private or personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence.

3. Personal Relationship

Personal or romantic involvement with a competitor, supplier or employee of the School may create an actual or potential conflict of interest. Management-subordinate romantic or personal relationships can lead to issues such as claims of discrimination or favoritism, issues with performance evaluation, possible claims of sexual harassment, and morale issues. It is the responsibility of the employees involved in romantic or personal relationships with subordinates, or other personal or romantic relationships that give rise to a conflict of interest, to disclose and discuss all relevant circumstances with the supervisor or HR and possibly request a change in assignment to avoid potential problems as appropriate. Failure to disclose such circumstances may cause the School to impose disciplinary action. Moreover, any romantic or personal relationships between employees must not harm the work environment in any way. Regardless of an employee's relationship with another employee outside of work, employees are expected to remain professional at all times during work hours. The School will not discriminate on the basis of marital or relationship status, except that the School may reasonably regulate the working of spouses or relatives in the same department, division, or facility for reasons of supervision, safety, security, or morale in accordance with applicable law.

No "presumption of guilt" is created by the mere existence of a professional or personal relationship with outside firms; however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

E. Anti-Nepotism Policy

The School recognizes there may be situations in which spouses or other relatives may be employed by the School at the same time. The School permits the employment of qualified family members, domestic partners, significant others and/or similar personal relationships of employees as long as such employment does not create a conflict of interest. Relationships by family, marriage, domestic partnership and/or similar personal relationship shall constitute neither an advantage nor a disadvantage to selection, promotion, salary, or other conditions of employment. The School may consider a member of an employee's immediate family for employment if the applicant possesses the qualifications for employment for the position.

The School does not prohibit the employment of relatives in the same department. However, the School does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The School recognizes that at times, employees and their family members, domestic partners, significant others and/or personal relationships may be assigned to positions that create a coworker or supervisor-subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation or appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of harassment in the workplace.

Employees should neither initiate nor participate, directly or indirectly, in employment actions (initial employment or appointment, retention, evaluation, promotions, salary, work assignments, leave of absence, etc.) involving family members, domestic partners, significant others and/or similar personal relationships.

The School will make reasonable efforts to assign job duties to minimize the potential for creating conflicts of interest. Notwithstanding the above, the School retains the right where such placement has the potential for creating conflicts of interest, to refuse to place immediate family members in the same department. The School retains the right to reassign or transfer any person to eliminate the potential for creating conflicts of interest.

Any potential preferential treatment or improper influence should be reported immediately to HR.

F. Employment Eligibility Verification Document

The School will only employ individuals who are authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

All newly hired employees must complete, as a condition of employment, the Employment Eligibility Verification Form I-9 and provide documentation establishing identity and proof of work eligibility and identification at time of hire, but no later than three (3) days of hire. If the employee is unable to produce the required documentation or a receipt/letter requesting appropriate documentation within three days, the employee will be dismissed from employment. If, after 90 days of hire, the employee has not submitted the original documents to replace the receipt/letter or, in the meantime, some other acceptable document(s), the employee will be dismissed from employment.

Former employees who are rehired must also complete the form if they have not

completed an I-9 for the School within the past three years or if their previous I-9 is no longer retained or valid.

G. Fingerprinting

Each employee will be fingerprinted in conformance with legal requirements and as a condition of employment. Fingerprints are submitted to the appropriate State and Federal agencies for screening to assure that no employee has been convicted of a crime that would preclude employment by the School.

H. Criminal Background Checks

As a condition of employment, all employees are required to submit to a criminal history review through the Department of Justice. The review shall include fingerprint submission to the DOJ . The School follows the guidelines of the California Fair Chance Act, and will conduct an individualized assessment on all background check results. The School will make hiring determinations based on California law. Certain types of criminal background findings may prevent the employer from hiring the candidate or continuing employment with a current employee. The School will factor in the nature and gravity of the crime, when the crime occurred, rehabilitation and the nature of the position all in accordance with applicable law. All results will be discussed with the applicant and/or employee before making a hiring or dismissal decision. No person employed or otherwise associated with the School, including members of the Board of Directors, who have been convicted of or have pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

In compliance with California Education Code §44939.5
(as amended by California Assembly Bill 2534). As a part of the application process, every School District, County Office of Education, Charter School and State Special School (hereinafter referred to as "Entity" or "Entities") must comply with the provisions of California Education Code §44939.5. Excel Academy Charter School is an Entity.

The statute, in part, obligates Entities to provide information to each other when an individual has submitted an application for a certificated position in elementary and secondary education. This requires, but is not limited to, making and maintaining mandatory reports of egregious misconduct to the Commission on Teacher Credentialing or other State or Federal agencies. Moreover, applicants must provide to a prospective Entity employer a complete list of every previous Entity with whom the applicant has been employed. The prospective Entity employer shall inquire of each previous Entity employer as to whether the applicant, while employed, was the subject

of any credible complaints, of substantiated investigations into, or discipline for egregious misconduct.

In addition, previous Entity employers are required to disclose to an inquiring Entity all relevant information that was reported to the Commission on Teacher Credentialing within its possession.

I. Employment Application/Data

The School relies upon the accuracy of the information presented during the application process, as well as the accuracy of other data presented throughout the hiring process and employment relationship. As such, any omission or misstatement of material fact in any of this information may result in the School excluding the individual from further consideration for employment or, if already hired, termination of employment.

J. Employment Verifications

The School will only respond to employment verification inquiries that are received in writing. All such inquiries, whether for current or former employees, must be directed to HR. Generally, responses will be limited to information concerning wages, employment dates, positions held, and eligibility for rehire. Release of any additional information will require that the employee execute a release. Letters of recommendation must be approved by HR to ensure the accuracy and appropriateness of the information being released.

K. Certification and Licensing

Teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other commission approved document for the assignment held ("Certificated Employee"). In addition teachers must possess the proper EL authorization.

It is the responsibility of each certificated employee to ensure that credentials and permits are renewed in a timely manner and remain current. The School highly encourages all certificated staff to keep their contact information current with the Commission on Teacher Credentialing in order to receive pertinent notifications. Upon renewal of credentials or certificates, proof is to be submitted to the HR department to be copied and filed in the employee's personnel file.

L. Mandatory Tuberculosis Testing

In order to ensure the health and safety of all students and staff of the School, all newly hired employees must submit proof of a negative TB Risk Assessment or TB test by a licensed healthcare provider that has been administered within sixty (60) days prior to hire. A TB test may include an intradermal skin test or an X-ray of the lungs. An individual hired from another California School may request their prior school provide proof of the individual's TB Risk Assessment or TB test. TB Risk Assessments and TB tests are considered expired after four (4) years from the date they are administered and a proof of a new assessment or test must be submitted to HR in order to continue in employment. Pregnant employees are exempt from providing proof of a TB test for at least sixty (60) days from the end of their pregnancy.

The School will reimburse the cost of the tuberculosis risk assessment and/or the test for all current employees with proof of receipt.

[See also Board Policy 4013]

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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 at the School's sole discretion, which management 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 expressly prohibits any acts or threats of violence by any School employee or former employee against any other individual. The School will also not condone any acts or threats of violence against school employees, students or affiliates while engaged in business with or on behalf of the School.

To ensure that the School's objective in this regard is attained, it is the commitment of the School:

1. To provide a safe and healthful work environment, in accordance with the School's safety and health policy.
2. 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.
3. 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.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons to school, work and non-work related gatherings, meetings and functions.
5. To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the 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. Employees who violate this policy will be subject to disciplinary action, up

to and including discharge. Prohibited conduct includes, but is not limited to:

1. Causing physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress.
4. 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 a HR 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. The welfare of all employees depends upon the alertness and sensitivity of every individual to potential security risks. Employee reports made pursuant to this policy will be held in confidence to the extent possible. The School will not condone any form of retaliation against any employee for making a report under this policy.

The School has developed guidelines to help maintain a secure workplace.

1. Every employee is directed to report any suspicious persons or activities to the Executive Director or designee:
    a. Such as persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas.
    b. Persons who make 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.
2. Employees should 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.
3. Finally, those working in the School's office must also ensure that doors are locked and alarms are activated when applicable.

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 may also be prohibited and will result in disciplinary action up to and including termination.

1. Falsifying employment records, employment information, or other School records;
2. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
3. Falsifying any time card - Recording the work time of another employee or allowing any other employee to record another employee's work time, either one's own or another employee's;
4. Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
5. Removing or borrowing School property without prior authorization;
6. Unauthorized use or misuse of School equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on School property;
8. Participating in horseplay or practical jokes on School time or on School premises;
9. Carrying firearms or any other dangerous weapons on School premises at any time;
10. Engaging in criminal conduct whether or not related to job performance;
11. Causing, creating, or participating in a disruption of any kind during working hours on School property;
12. 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;
13. Using abusive, threatening or intimidating language at any time on School premises;
14. Initiating or participating in gossip or slander of other employees, parents, or students;
15. Failing to notify a supervisor when unable to report to work;
16. Unreported absence of three (3) days;
17. Failing to obtain permission to leave work for any reason during normal working hours;
18. Failing to observe working schedules, including rest breaks and meal periods;
19. Failing to provide a physician's certificate when requested or required to do so;
20. Sleeping or malingering on the job;
21. Making or accepting personal phone calls, text or email messages during

working hours to the extent that it interferes with the performance expectations of the assignment, except in cases of emergency or extreme circumstances;
22. Working overtime without authorization or refusing to work assigned overtime;
23. Violation of dress standards;
24. Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
25. Committing a fraudulent act or a breach of trust under any circumstances;
26. Committing or involvement in any act of unlawful harassment of another individual;
27. Failing to promptly report work-related injury or illness;
28. Any other action or behavior, which could harm the School's, 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 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 the individual not be touched, then that request must be honored without question.

The following forms of touching are never appropriate:

1. Sexually motivated physical conduct or touching
2. Angry or violently motivated touching
3. Inappropriate or lengthy embraces
4. Kissing of any kind
5. Corporal punishment
6. Sitting student on one's lap
7. Touching buttocks, chests or genital areas
8. Pushing a person or another person's body part
9. Showing affection in isolated areas

10. Wrestling with students or other staff members
11. Bench-pressing another person
12. Tickling
13. Piggyback rides
14. Massages
15. Any form of unwanted affection
16. Any form of sexual contact
17. Poking fingers at another person that results in an offensive contact
18. Having a student in an employee's vehicle or transporting a student
19. Intentionally being alone with a student
20. Any touching that would lead a reasonable person to suspect inappropriate behavior.

For additional examples of unacceptable and acceptable Staff/Student Behaviors, see the School's Professional Boundaries Policy.

Restraining a child who is trying to engage in violent or inappropriate behavior may 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. Additionally, the victim may choose to bring civil or criminal charges against the violator.

When interacting with younger children or children with a disability, an appropriate physical touch may sometimes be necessary. A touch for the purpose of redirecting or refocusing, assisting with physical care (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. Employees must use professional judgment and discretion related to physical touch.

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.

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 and/or dismissal 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. Though marijuana is legal in many California cities, it is still considered an illegal substance under Federal law and therefore considered an illegal substance for this policy. Use of these substances whether on or off the job can 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:

1. Driving a School vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
2. Selling or purchasing an illegal or controlled substance, including while on the job, on school property, or in the presence of students;
3. Possessing or using alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
4. Under the influence of alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students.

The School will provide information to employees about:

1. The dangers of drug abuse in the workplace;

2. The policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and assistance programs; and
4. 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 offense 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. 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.

The School will provide reasonable accommodation to an employee who voluntarily requests an accommodation or leave of absence to voluntarily participate in a drug or alcohol rehabilitation program. Please note that the request must be made before the employer learns of a violation of the Drug and Alcohol Free Workplace policy. Any employee who participates in a rehabilitation program would still be responsible for following all other School policies. Employees returning from a voluntary rehabilitation program will be required to comply with a return-to-work agreement addressing the terms and conditions of continued employment.

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.

The 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 and e-cigarette products. Additionally, employees are required to adhere to any building and site policies regarding designated areas for smoking.

G. Punctuality and Attendance

Employee punctuality and consistent attendance contributes to the positive operations of the School. As such, attendance and punctuality are performance expectations and are measured on the overall job performance. Employee tardiness or chronic absenteeism causes unnecessary problems for students and fellow employees. While an employee is absent, other employees may be burdened with performing additional duties in order to maintain operations. Further, employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times. To avoid conflict with the daily operations of the School, employees should schedule personal affairs outside of regular working hours.

If an employee is unable to report for work on any particular day, they must call their supervisor or HR at least one hour before the time they were scheduled to begin working on that day in order to obtain pre-approval for the absence. An employee may be excused from this one hour notice requirement if extenuating circumstances prevented them from contacting the supervisor. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

Employees must inform HR or designee of the expected duration of any absence. Excessive absences, lateness or failure to give the supervisor advance notice for absence or lateness can result in disciplinary action or dismissal from employment. Excessive 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 HR, 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 confirm that the employee has not abandoned their employment.

Employees with emergencies or situations that do not allow them to do their job, must inform their supervisor or HR 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 (3) work days without notice, and missing required deadlines or meetings constitutes abandonment of employment.

Please refer to the policies related to leaves of absence and paid sick days in the handbook for more information.

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 their interactions with employees. 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.

Employees are encouraged to help make a good impression of the School by:

1. Communicating regularly.
2. Acting competently and dealing with others in a courteous and respectful manner.
3. Communicating pleasantly and respectfully with others at all times.
4. Following up on requests and questions promptly, providing professional replies to inquiries and requests.
5. Responding to email and voicemail within 24 business hours, or within a reasonable period of time depending on the assignment (employees should discuss this with their supervisor).
6. Taking pride in performing duties in an exceptional manner.

Employees may not bring their own children to school events (learning period meetings, assessments, school meetings, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The CEO or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each employee must report to work properly groomed and dressed in professional attire 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 CEO or designee. The CEO or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law. The standards of grooming and hygiene outlined below set the minimum requirements to which all employees, contract workers, and temporary staff are required to adhere.

Employee dress is described as business casual, which includes:

- Slacks, dockers and other office style pants,
- Skirts and dresses to or below the knee,
- Button down shirts, blouses, and sweaters.
- All clothes are to appear clean, pressed and without stains or holes.

Inappropriate attire:

- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that is exposes the employee inappropriately,
- Clothing with offensive words or pictures,
- Any clothing that is overly casual (shorts, tank tops, athletic wear), appears dirty, wrinkled, or has stains or holes.

Overall grooming – Grooming standards for everyone includes the appearance of care and proper hygiene. Hair, makeup, and jewelry may not interfere with an employee's ability to perform the job duties or pose a safety issue. Facial piercings should be removed and tattoos should be covered during work hours. Excessive piercings or offensive tattoos may prohibit an individual from being considered for a customer facing assignment. The School reserves the right to ask any employee to cover inappropriate tattoos or remove any piercings that are not reflective of the school culture.

Exceptions – The School recognizes some events as acceptable for casual dress. The majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed to the CEO or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

Supervisors are expected to inform employees when they are violating the dress code. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

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 their impartiality with regard to decisions or actions 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 or designee who will supervise the collection of all fees and will be responsible for managing the receipts. Cash and/or checks should not be stored or locked in staff offices or desks. All financial transactions should be coordinated with the Executive Director or designee. Employees must obtain approval from the Executive Director prior to soliciting staff for donations or financial support for any outside event/activity.

L. Building Security

Building security is the responsibility of all staff. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that the office is secure; for example, all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the 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, CEO or designee. All employees who are issued keys to the office are responsible for their safekeeping and will sign for receipt of such key.

Initial_____

Section IV: Personnel Policies and Procedures

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation, compensation, and discipline/dismissal practices.

A. New Employee Orientation

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the School, and prepared for their position. New employee orientation, includes an explanation of the core values, vision, mission, goals, and objectives of the School. In addition, the new employee will be given an overview of benefits and complete any necessary paperwork through the HR department.

B. Employee Status

Employees may include exempt, nonexempt, regular full-time, regular part-time, and seasonal persons employed with the School who are subject to the control and direction of the School in the performance of their duties.

- Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.
- Nonexempt: Employees whose positions do not meet FLSA criteria and who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week. Nonexempt employees are also subject to meal period and rest break regulations.
- Regular full-time: Employees who are regularly scheduled to work 30 or more hours per week. Generally, full time employees are eligible for the School benefit package, subject to the terms, conditions, and limitations of each benefit program. Full-time status will be evaluated on a monthly basis.
    - A full time TOR is expected to work at least six (6) hours per day, for 185 work days, for a minimum of 1,110 hours per year.

Employee Status	Exempt Certificated and Classified (FTE)	NonExempt Classified (Hours per Week)
Regular Full Time	.75+ FTE	30+ hours

Regular Part Time	.50 - .74 FTE	20-29 hours
Non-Regular	.49 FTE or less	19 hours or less

Student Counts

The teacher may indicate their desired student count with the School as a request, however, the needs of the School will determine the number of students assigned to the teacher.

C. Job Duties

The assigned supervisor will clarify the job duties and the expectations for behavior and job performance. The employee's job responsibilities and tasks are subject to change and update during employment as stated in the at-will employment agreement and job description and job description. On occasion, the employee may be asked to work on projects, or to help with other work necessary or important to the operation of their department or the School. The employee's cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities.

D. Nonexempt Employees

1. Work Schedules

Business hours of school sites and offices (if any) shall be established by the CEO or designee. The CEO or designee will assign the classified staff's individual work schedule to ensure staffing throughout the workday. Employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.

For the purposes of pay and leave accrual calculations, full-time for classified employees, is defined as 2,080 working hours. Work schedule exchanges will be reviewed on a case by case basis as long as the exchange does not interfere with normal operations or result in excessive overtime. Exchanging work schedules with other employees may be authorized by the supervisor or their designee when necessary.

2. Rest Breaks and Meal Periods

a. Rest Breaks

Rest breaks are on the clock and duty-free. Employees are expected to return to work

promptly at the end of any rest breaks.

b. Number of Rest Breaks

Nonexempt employees are provided one (1) paid ten-minute rest break for every four (4) hours worked (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break is not authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If the employee works a shift from three and one-half (3.5) to six (6) hours in length, they will be entitled to one (1) paid ten-minute rest break. If they work more than six (6) hours and up to 10 hours, they will be entitled to two (2) paid ten-minute rest breaks. If the employee works more than 10 hours and up to 14 hours, they will be entitled to three (3) paid ten-minute rest breaks.

c. Timing of Rest Breaks

The employee is authorized and permitted to take a rest break in the middle of each four-hour work period. There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The employee will be informed if there are practical considerations that make this timing infeasible. In the event of these considerations, the immediate supervisor may need to schedule the rest breaks.

d. Meal Period

All nonexempt employees will be provided an uninterrupted unpaid meal period of at least 30 minutes if working more than five (5) hours in a workday. The employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

If the total work period for the day is more than five (5) hours per day, but no more than six (6) hours, the meal period may be waived. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

e. Timing of Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period.

The meal period will be provided no later than the end of the fifth hour of work. For example, if work begins at 8:00 a.m., the meal period must begin by 12:59 p.m. (which is four hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure efficient business operations.

f. Second Meal Period

If the employee works more than 10 hours in a day, they will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period; the employee will be relieved of all duty. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

Depending on the circumstances, the employee may be able to waive the second meal period if the first meal period was taken and if the total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

g. Timing of Second Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period. A second meal period is required if the employee's hours exceed 10 hours in one workday.

This second meal period will be provided no later than the end of the 10th hour of work. For example, if work begins at 8:00 a.m., the employee must start the second meal period by 5:59 p.m. (which is 9 hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure business operations.

h. Recording Meal Periods

The employee must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Work time must be accurately reported on the time record.

i. Missed Rest Breaks and Meal Periods

If for any reason the employee is not provided a rest break or meal period in accordance with the policy, or if they are in any way discouraged or impeded from taking their rest break or meal period, or from taking the full amount of time allotted to

them, the employee may be eligible for a missed rest break or meal period remedy and should immediately notify HR.

Anytime the employee misses a rest break or meal period that was provided to them (or they work any portion of a provided meal period), they will be required to report the time to HR and document the reason for the missed rest break and meal period.

Please also refer to the School's Timekeeping Policy.

3. Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the meal period. Altering with this procedure in any way is not permissible and is subject to disciplinary action. Time cards in the payroll system are to be approved by the employee and the supervisor prior to each payroll. Any errors on the time card should be reported immediately to HR. Employees with consistent patterns of not following time recording responsibilities are subject to disciplinary actions.

All communication between the nonexempt employee and management concerning work related issues is not permitted after hours. Once the nonexempt employee has recorded the end of a work period at the end of the day, that employee is no longer clocked in. All work related correspondence will resume the next work day except in the case of an emergency or at the direction of the supervisor. Nonexempt employees will be compensated at the appropriate rate of pay for any additional time worked outside of their work day.

4. Pay for Mandatory Meetings/Training

The School will pay nonexempt employees for attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture is directly related to the job and is outside of the regular schedule. Unless otherwise noted, training and meetings are included as part of an exempt employee’s regular pay.

5. Overtime

All overtime work must be requested in advance by the employee and authorized by the supervisor prior to the time to be worked. Nonexempt classified employees may be directed to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law. All hours worked in excess of eight (8) hours in one workday

or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. The work week begins at 12:01 a.m. Monday and ends at midnight on Sunday.

Compensation for hours in excess of 40 hours for the workweek, or in excess of eight (8) hours and not more than 12 hours for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate of one-and-one-half times the employee's regular rate of pay. Compensation for hours in excess of 12 hours in one workday and in excess of eight (8) hours on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

E. Exempt Employees

The School will pay exempt employees a salary rather than by the hour. Once an employee's sick days have been exhausted or are otherwise unavailable, the School will deduct pay from an exempt employee's salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness, (iii) one or more full work weeks disciplinary suspensions; and (iv) partial (for intermittent leave) or full day absences during an approved family or medical leave in accordance with law. Exempt employees who believe that the School made an incorrect or improper salary deduction should promptly report the deduction to their supervisor or the HR department. If the School incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay as soon as possible.

F. Salary Overpayments

Because the School receives public funds, the School is obligated by law to seek reimbursement for any salary overpayment and cannot waive the recovery of the overpayment. Employees who receive excess pay as a result of a payroll error are required to return the funds to the School. The School will provide the employee with the correct salary calculation and the amount that is owed to the School. The employee may return the overpayment in full through a cashier's check or money order or allow the School to deduct the overpayment from the next paycheck. The School may arrange for a repayment plan that is mutually agreeable to both the School and the employee and does not exceed one calendar year from the date of the overpayment. Should an employee resign prior to completing the repayment, the full amount shall become due upon termination. A repayment plan may be offered to a terminated employee not to exceed three (3) months in duration.

G. Employee Evaluation

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees semi-annually and annually. Supervisors may conduct informal

performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor will discuss ways in which the employee can accomplish goals and/or learn new skills.

Performance review and goal setting sessions may or may not have a direct effect on any changes in salary compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

Additional details on employee evaluations will be provided by Human Resources upon hire.

H. Corrective Action

All employees are expected to meet School standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with School policies and procedures. If an employee does not meet these standards, the School may or may not, at its sole discretion, take corrective action, other than immediate dismissal. Employees have no entitlement to corrective action or progressive discipline prior to dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The School holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, the employee may be terminated, or, at the School's discretion, be subject to corrective action by a supervisor.

Corrective actions may include, but are not required to include, an oral warning, a written warning, probation, suspension, and termination of employment. In deciding which initial corrective action would be appropriate, a supervisor may consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record. As an at-will employer, the School may use all, some or none of the corrective actions described and will handle corrective action based on its own discretion.

Though the School will try to find paths for improvement whenever possible, the School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, any misconduct concerning a child/student, vandalism or destruction of School property, trespassing, the use of School equipment

without prior authorization, untruthfulness about personal work history, skills, or training, divulging proprietary information, and misrepresentations of the School to another employee, a prospective employee, or the general public.

Nothing in this section or any other section alters an employee's status as an at-will employee who may be terminated, with or without cause and with or without advance notice at any time by the School. Nothing in this section is intended to interfere with an employee's rights to communicate or voice concerns that are protected by Federal and State law.

I. Procedure for Disciplinary Action

The corrective action process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with School policies and procedures and/or other disciplinary problems.

Corrective actions may be taken at the discretion of management and include any of the following:

1. Verbal counseling, which may be confirmed in writing by the supervisor
2. Written warning, which will be placed in the personnel file
3. Suspension, which will be confirmed in writing for the personnel file. Suspension is normally used to remove an employee from the organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If the employee is suspended, it will be documented in the personnel file.
4. Discharge, which will be documented in the personnel file.

The corrective action process will not always commence with verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, the intent and motivation to change the performance, and the environment in which the offense took place. As a reminder, employment remains at-will before, during, and after a disciplinary action.

J. Terminations

There are two types of terminations that may affect employees. Voluntary termination results when an employee voluntarily resigns their employment. Involuntary terminations result when the School makes the decision to end the at-will employment agreement.

Regardless of the reason for termination, all school-owned property, including vehicles, keys, credit cards, student files, or school property in the possession of the employee must be returned to the School immediately upon termination from employment, within 72 hours from the final date of employment with the School. Employees are not to recruit students from the School to a new place of employment.

All wages owed will be paid out upon the date of termination for involuntary terminations or within 72 hours after an employee's resignation if the employee gave 72 hours or less notice.

K. Personnel Records

Employees have a right to inspect certain documents in the personnel file as provided by law. The contents of personnel records will be available for inspection to the current or former employee, or their representative, at reasonable intervals and at reasonable times, but not later than thirty (30) calendar days from the date the School receives a written request. However, the employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to inspect the records, and the agreed-upon date does not exceed thirty-five (35) calendar days from receipt of the written request. Additionally, the School shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, to a current or former employee, or their representative, no later than thirty (30) calendar days from receipt of the request, unless the current or former employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to produce a copy of the records, as long as the agreed-upon date does not exceed thirty-five (35) calendar days from the employer's receipt of the written request. Written requests for earning statement records must be produced no later than (21) days after the request.

The employee may add comments to any disputed item in the file. Only HR, the CEO or designee is authorized to release information about current or former employees. Disclosure of personnel related information to agencies or individuals outside the School will be limited and in accordance with law; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change.

L. Destruction of Personal Information Records

In the course of the employee's duties at the School, they may encounter records which

contain personal information (i.e., a person's name and Social Security Number, driver's license number, state identification number or any account number, credit or debit card number, access code or passwords that may permit access to an individual's financial account, payroll, or personal health information). The School expects all employees to take appropriate measures to maintain the confidentiality and integrity of such information and prevent unauthorized access. Employees must ensure hard copies of documents are stored securely, such as in a locked file cabinet, with access provided only to authorized individuals with a need to know. Electronic media must be encrypted or password protected. Passwords should never be included in any transmission that also contains the data. Employees should dispose of data no longer needed by shredding paper documents and properly erasing electronic media to ensure that the personal information cannot be read or reconstructed. Failure to follow proper storage and disposal procedures may result in disciplinary action up to and including termination.

M. Employment Posters

The School maintains bulletin boards in School offices and on the HR information system that contain important information about employment. In addition to federal and state required notices, school-related information will also be available in these locations. All employees are encouraged to look at the bulletin board regularly and to read all of the information displayed in detail. Any questions about the information should be directed to the supervisor or HR. These bulletin boards are reserved for School use only; employees may not post or remove any information from them.

N. Outside Employment

This policy is not intended to prohibit an employee from working an appropriate second job. Employees are permitted to engage in outside work or hold other jobs, subject to certain restrictions as outlined below.

1. Activities and conduct away from the job must not compete, conflict with or compromise the school interests or adversely affect an employee's job performance and the ability to fulfill all responsibilities to the School. Employees are prohibited from performing any services for customers on non-working time that are normally performed by the School. This prohibition also extends to the unauthorized use of any school tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.

2. Employees are cautioned to consider carefully the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism,

tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems, it must be discontinued, and, if necessary, normal disciplinary procedures will be followed to deal with the specific problem.

3. In evaluating outside work, the following guidelines will be considered to determine whether the proposed employment is allowed. Employees may not engage in outside employment that:

    A. involves working for a competing or similar model School;
    B. occurs during work hours without the use of appropriate leave;
    C. actually or potentially results in a conflict of interest with or interfere with the employee's responsibilities to the School;
    D. involves working for an organization that does business with the School, such as contractors, community providers, suppliers and customers;
    E. may adversely affect the School's image.

6. Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up to and including termination.

If it is determined that the outside employment constitutes a conflict of interest or disruption of the School's operation, the employee will be asked to limit or restrict the outside employment. Disciplinary action up to and including termination of employment may be taken for outside employment that is inconsistent with this policy unless otherwise approved.

O. Whistleblower Policy

It is the policy of the School to encourage its employees and applicants for School employment to disclose improper governmental activities, based in part on California Education Code Section 44110 et. seq. and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. School management has the responsibility to seek out and correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

Concerns that may be raised include, but are not limited to, the following:

1. Reporting suspected violations of local, state, and federal law, including but not limited to federal laws and regulations;

2. Providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and
3. Identifying potential violations of School policy, specifically the policies contained in the handbook with reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or non-compliance with a local, state or federal rule or regulation.

The School may not:

1. Make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower;
2. Retaliate against an employee who is a whistleblower;
3. Retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation; or
4. Retaliate against an employee for having exercised their rights as a whistleblower in any former employment.

P. Complaint Procedure

The School encourages employees to resolve issues or concerns at the lowest level possible to ensure a positive and professional work environment. When issues cannot be successfully resolved or the issue is serious in nature against the supervisor, the employee should bring the matter to the attention of HR for assistance. The complaint procedure approved by the Board of Directors is as follows:

1. The complainant will bring the matter to the attention of the Human Resources manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or were not appropriate; and

2. The complainant will reduce their complaint to writing, indicating all known and relevant facts, in the School's Internal Complaint Form. The Human Resources manager or designee will then investigate the facts and provide a solution or explanation.

3. If the complaint is about the Human Resources manager, CEO, or Executive Director, the complainant may file their Internal Complaint Form with the President of the School's Board of Directors, who may then confer with the Board

and may conduct a fact-finding investigation or authorize a third party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns, and the need for resolution without fear of adverse consequences to employment.

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.

3. Resolution: The School will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Q. Uniform Complaint Procedures

The School will provide annual notice to all employees of the Uniform Complaint Procedures that may be used to allege a violation of federal or state laws governing certain educational programs. Copies of the Uniform Complaint Procedures and additional information may be found in the board policy section on the School's website or by contacting HR.

R. Arbitration Agreement

Agreement to Arbitrate Disputes and Claims

The School and employee mutually agree to submit to binding arbitration any and all disputes or claims they could otherwise pursue in court arising from or relating to employee's recruitment to or employment with the School, or the termination of that employment, including claims against any current or former agent or employee of the School, whether the disputes or claims arise in tort, contract, or pursuant to a statute, regulation, or ordinance now in existence or which may in the future be enacted or recognized, including, but not limited to, the following:

- claims for fraud, misrepresentation, promissory estoppel, fraudulent inducement of contract or breach of contract, whether such alleged contract or obligation be oral, written, or express or implied;

- claims for wrongful termination of employment, violation of public policy and constructive discharge, infliction of emotional distress, interference with contract or prospective economic advantage, defamation, unfair business practices, invasion of privacy;

- claims for employment discrimination, retaliation or harassment

- claims for violation of local, state or federal wage and hour laws, such as non-payment or incorrect payment of wages, sick pay, commissions, bonuses, severance, employee fringe benefits, or stock options.

The School and employee understand and agree that the arbitration of the disputes and claims covered by this Agreement shall be the sole and exclusive mechanism for resolving any and all existing and future disputes or claims arising out of employee's recruitment to or employment with the School or the termination thereof, except as set forth below.

Claims Not Covered by this Agreement

The following claims are not subject to arbitration under this Agreement: (1) claims for workers' compensation benefits, state or federal disability benefits or state unemployment benefits; (2) administrative charges or claims filed with a federal, state or local government office or agency, such as the Equal Employment Opportunity Commission ("EEOC") or any comparable state anti-discrimination agency, or the National Labor Relations Board ("NLRB"); (3) any claims that, as a matter of law, cannot legally be subject to arbitration; (4) claims under an employee benefit or pension plan that specifies a different arbitration procedure; (5) litigation pending in a state or federal court as of the date Employee signs this Agreement; or (6) claims brought pursuant to the California Labor Code Private Attorneys General Act of 2004.

Waiver of Right to Trial

The School and employee understand and agree that the arbitration of disputes and claims under this Agreement shall be instead of a trial before a judge or jury. The School and employee understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury, regarding any disputes and claims they may have that are subject to arbitration under this Agreement.

No Consolidation of Claims / Waiver of Class Claims

The School and employee agree to individualized arbitration, with claims pertaining to different employees to be heard in separate proceedings. This means that no other person shall be entitled to join or consolidate in arbitration any claim by or against other current or former School employees. As such, except as set forth above, the School and employee agree that both the School and employee hereby waive any right to bring on behalf of other persons, or to otherwise participate in, a class, collective or representative action (i.e. a type of lawsuit in which one or several persons sue on behalf of a larger group of persons).

Arbitration Procedures; Final and Binding Award

The arbitration shall be conducted by a single neutral arbitrator in accordance with the then-current Employment Arbitration and Mediation Procedures of the American Arbitration Association ("AAA"), which can be viewed at http://www.adr.org/employment. The School will provide the employee with a copy of these rules upon request. The arbitration shall take place in the county of the state in which the employee is or was last employed by the School, unless the School and the employee mutually agree on a different location. All parties shall be entitled to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. Any disputes between the parties regarding the nature or scope of discovery shall be decided by the arbitrator. The arbitrator shall hear and issue a written ruling upon any motions brought by either party, including but not limited to, motions for summary judgment or summary adjudication of issues.

After the hearing, the arbitrator shall issue a written decision setting forth the award, if any, and explaining the basis therefore. The arbitrator shall have the power to award any type of relief that would be available in court. The arbitrator's award shall be final and binding upon the parties and may be entered as a judgment in any court of competent jurisdiction. In the event of any conflict in the arbitration procedures set forth in this Agreement and the AAA rules specified above, the AAA rules shall control.

Notwithstanding the foregoing, and regardless of what is provided by AAA's rules, the arbitrator will not have authority or jurisdiction to consolidate claims of different employees into one proceeding, nor shall the arbitrator have authority or jurisdiction to hear the arbitration as a class, collective or representative action.

Governing Law

The School and employee understand and agree that any disputes and claims to be arbitrated under this Agreement shall be governed by the laws of the state in which the employee was employed at the time the arbitrable disputes or claims arose. This Agreement is governed by the Federal Arbitration Act. The School and employee

intend that this Agreement be limited to those claims that may legally be subject to a pre-dispute arbitration agreement under applicable law. A court construing this Agreement may therefore modify or interpret it to render it enforceable.

Costs of Arbitration

The School and employee agree that the School will bear the arbitrator's fee and any other type of expenses or cost that the employee would not be required to bear if they were free to bring the disputes or claims in court. Otherwise, the School and employee shall each bear their own attorneys' fees and costs incurred in connection with the arbitration. The arbitrator shall have the authority to award attorneys' fees and costs as required or permitted by applicable law. If there is a dispute as to whether the School or employee is the prevailing party in the arbitration, the arbitrator will decide the issue.

Severability

The School and employee understand and agree that if any term or portion of this Agreement shall, for any reason, be held to be invalid or unenforceable or to be contrary to public policy or any law, then the remainder of this Agreement shall not be affected by such invalidity or unenforceability but shall remain in full force and effect, as if the invalid or unenforceable term or portion thereof had not existed within this Agreement.

Complete Agreement

The School and employee understand and agree that this Agreement contains the complete agreement between the School and employee regarding the subjects covered in it; that it supersedes any and all contrary prior representations and agreements between the School and employee on these subjects, if any; and that it may be modified only in writing, expressly referencing this Agreement and employee by full name, and signed by an authorized representative of the School and the employee.

Knowing and Voluntary Agreement

The employee has been advised to consult with an attorney of their own choosing before signing this Agreement. The employee agrees to read this Agreement carefully and understands that by signing it, they are waiving all rights to a trial or hearing before a judge or jury with respect to any and all disputes and claims regarding employee's employment with the School or the recruitment to or termination thereof that are subject to arbitration under this Agreement.

Initial_____

Section V: Operational Considerations

A. Employer Property

Anything purchased with school funds such as computers and educational materials are considered School property and must be maintained according to School rules and regulations. School property is to be used only for work-related purposes. The School reserves the right to search and inspect all School property and any property used by employees in work related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

Employees may make or accept personal telephone calls, text messages, or emails within reason during working hours to perform important personal business. It is also acceptable to use a computer to perform the same minimal personal tasks. Employees may not use the School's phone to make personal calls that would incur long distance fees.

The School may periodically need to assign and/or change passwords and personal codes for voicemail, email and computer. Except as provided herein, these communication technologies and related storage media and databases are to be used only for School business and they remain the property of the School. The School reserves the right to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the CEO or designee before any School property may be removed from the School premises, except in the course of normal movement of educational materials/computers by the employee. In this case, regular check-out/tracking procedures must be followed.

Terminated employees who work at a school site should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the School's property and proprietary information as soon as possible, no later than 72 hours from the final date of employment, and not share, destroy, or retain any copies of such property and information.

Any employee who is found to have neglected or misused the School's property will be subject to disciplinary action up to and including termination. If an employee's misuse of the School's property damages the property, the School reserves the right to require the employee to pay all or part of the cost to repair or replace the property. Misappropriation of the School's property is grounds for immediate termination and possible criminal action.

B. Use of Electronic Media

The School uses various forms of electronic communication including, but not limited to computers, email, telephones and web sites. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the School and are to be used only for School business and not for any personal use, except as allowed above.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against School policy or not in the best interest of the School.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, discrimination, harassment, or related actions will be subject to discipline up to dismissal. The School reserves the right to require authorization prior to installation of software on a School computer and/or mobile devices.

All electronic information created by any employee using any means of electronic communication is the property of the School and remains the property of the School. With School approval, employees may use personal passwords for purposes of security, but any employee's use of a personal password does not affect the School's ownership of the electronic information.

The School may at any time override all personal passwords for any reason.

The School reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of School policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by school administration.

Access to the Internet, websites, and other types of School-paid computer access are to be used for School related business. Any information about the School, its products or services, or other types of information that will appear in the electronic media about the School must be approved by the CEO or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the CEO or designee.

C. Social Media

Social media can serve as a powerful tool to enhance communication. This technology can provide many benefits for communication. This section addresses employees' use of publicly available social media networks including: personal Websites, Web logs (blogs), WIKIs, social networks, online forums, virtual worlds, and any other social media. The School takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of social media for personal use during School time or on School equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

General Statement

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or fellow employees in a social media context that exists outside those approved by the School, they are advised to maintain their professionalism as School employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

Employees are expected to serve as positive ambassadors and to remember they are role models to students in the community. Because readers of social media networks may view the employee as a representative of the School, the School requires employees to observe the following rules when referring to the School, students, programs, activities, employees, volunteers and communities on any social media networks.

Employees must be respectful and professional in all communications (by word, image or other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment,

or bullying. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the School. Employees may not act as a spokesperson for the School or post comments as a representative of the School, except as authorized by the CEO or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

Protect confidential information. Employees may not disclose information on any social media network that is confidential or proprietary to the School, its students, or employees or that is protected by data privacy laws. Employees should be thoughtful about what they publish and must make sure they do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, ask permission before posting student'(s)/co-worker'(s) picture on a social network (student photos require parental consent) or publishing a conversation that was meant to be private.

It is acceptable to discuss general details about student projects, lessons, or school events and to use non-identifying pseudonyms for an individual (e.g., teacher, students, parents) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Public social networking sites are not the place to conduct School business with students or parents; please conduct these interactions using the School's network.

Employees may not post any private images of the School premises and property, such as workrooms, offices, including floor plans. Nothing in this policy is meant to prevent employees from posting information that is allowable by the National Labor Relations Act.

Be transparent. Honesty or dishonesty will be widely available on social media. If the employee is posting about their role at the School, the employee must use their real name and identify their employment relationship. The employee must be clear about their role; if they have a vested interest in something being discussed, to be the first to point it out.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. Employee's identification as a School employee, may create perceptions about expertise and about the School by community members, parents, students, and the general public. When posting online be sure that all content is consistent with employee work values and with the School's beliefs, core values and professional standards.

Work/Personal Distinction. Staff members are encouraged to maintain a clear distinction between their personal social media use and any School-related social media sites. The employee may consider setting up separate social media accounts for personal and professional use.

Personal Social Networking & Media Accounts. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. School employees must be mindful that any Internet information is ultimately accessible to the world.

Social Interaction With Students. Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' personal social networking profiles and blogs should not be linked to students' online profiles.

Contacting Students Off-Hours. Employees should only contact students for educational purposes and must never disclose confidential information possessed by the employee by virtue of their employment. Contacting students after hours must be kept to a minimum and be strictly for the purpose of academic support or to relay general information to all students.

Be a positive role model. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

School Logo. The use of the School logo(s) on a social media site or elsewhere must be approved by the CEO or designee.

The School expects all who participate in social media to understand and follow these guidelines.

D. Public Relations

Serving students and families requires a variety of professional skills. School employees are expected to demonstrate the following communication skills and abilities:

1. Ability to transmit passion for learning to students and families.
2. Flexibility and adaptability.
3. Well developed, clear communication and interpersonal skills that maintain a

respectful, professional and courteous manner.
4. Conflict resolution skills.
5. Openness to differing views and objectives.
6. Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
7. Serve the student and parent's needs to the best of their ability without allowing their own convenience to interfere.

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 can do to help leave people with a good impression of the School. These are the building blocks for continued success.

1. Communicate regularly.
2. Act competently and deal with others in a courteous and respectful manner.
3. Communicate pleasantly and respectfully with other employees at all times.
4. Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
5. Respond to email and voicemail within 24 hours during the workweek.
6. Take great pride in their work and enjoy doing their very best.
7. Be proactive and work to anticipate the needs of those being supported.

When an employee encounters an uncomfortable situation that the employee does not feel capable of handling, their supervisor should be contacted immediately.

If a problem develops or if a parent remains dissatisfied, the employee should contact their supervisor for assistance.

Employees should not speak to the media on the School's behalf without contacting the School's CEO or designee. All media inquiries should be directed to the CEO or designee.

E. Solicitation & Distribution

In order to ensure smooth operations, the School has established the following guidelines to be respected while at work. As long as it is done during non-working hours for all employees involved (such as meal periods or rest breaks), employees are

permitted to engage in solicitation (i.e., asking for contributions, selling merchandise) anywhere on School premises, as long as it is done in a non-disruptive and inoffensive manner. Employees may only engage in distribution (i.e., handing out pamphlets, literature, petitions) during non-working hours for all employees involved and in non-working areas (such as the lunch room). Solicitation or distribution is not allowed in areas open to the public. Employees are prohibited from posting notices on the School bulletin board or in any other office location and from removing any items without management approval. The School may, at its discretion, authorize certain fund-raisers and collections for employee gifts. Employees who want to organize such an event, must obtain prior approval from the supervisor. Solicitation and distribution by non-employees is prohibited at all times on School property.

F. Inclement Weather/Emergency Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office will be made by the CEO or designee. When the decision is made to close the office, employees will receive official notification from their supervisors. Time off from scheduled work due to emergency closings will be unpaid for all nonexempt employees. However, employees eligible for vacation may elect to utilize their available vacation hours in order to remain in paid status.

Employees are encouraged to listen to local news and radio reports. In general, the School will follow the decisions of the local community. Days that the School is closed due to inclement weather or other emergency may create a need to extend the work year or shorten holiday breaks.

Initial_____

Section VI: Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law, and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity. See the School's Safety Plan for more information.

A. Telecommuting

The School may allow employees to telecommute if it benefits the interests of the School. A written proposal for such arrangements must be presented to HR and the supervisor for review and approval. Employees who telecommute may be required to attend in-person meetings at the office or other designated locations.

Telecommuting does not change the employee's work location and employees are still responsible for all costs associated with travel to and from the office as part of their reasonable commute, when they are required to report to their work location.

Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability should they claim such an expense and it is later disallowed by the Internal Revenue Service.

Employees who telecommute must maintain the security of all confidential and/or sensitive information and other proprietary information, as if they were working in the office. All security procedures apply, regardless of whether the employee is in the workplace or telecommuting. Certain confidential documents or information will not be taken home without authorization from the CEO or designee.

Employees who telecommute are responsible for following all safety rules. Telecommuters will develop a written agreement with the CEO or designee concerning the type and amount of work the telecommuter will be expected to perform. The ability to telecommute does not change the level of performance expected from an employee. Nonexempt employees will track their time in the system and report work accomplished at a frequency agreed upon with the supervisor. Exempt employees must complete the duties as outlined in their job description and assigned by their supervisor.

Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's time card.

The School retains the right to require a reapproval process and/or rescind any telecommuting agreement at any time and to require any telecommuter to report to the office or work location to work.

Violation of any telecommuting policies may result in the immediate termination of any telecommuting agreement. For additional information, please review the Remote Work Policy and contact Human Resources.

B. Student Safety

The effective employee is concerned for the welfare of students and takes measures to insure their welfare. Nevertheless, it is important to be aware of the possible consequences of negligence. The employee is responsible to act in a reasonable and prudent manner at all times. Specifically, the employee must do the following:

1. Never leave students unsupervised and ensure that another responsible adult is present when leaving students.
2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.
3. Report any unsafe conditions to the supervisor so that it may be corrected.
4. Strictly adhere to all stated policy of the district and of the School.

Failure by employees to meet their responsibilities may have severe consequences (e.g., revocation of their license, criminal charges, etc.). Additionally, teachers may be held legally liable for negligence in the performance of their duties.

C. Employee Safety

The School is committed to providing the resources necessary to develop, implement, and administer a safety program for the protection of its employees. All administrative personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of the safety program will be conducted by administration to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the supervisor, CEO, or HR. When

reporting the injury, an employee should advise staff if emergency services should be involved, or if the injury requires medical attention. HR will help determine the best course of action. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred. The employer will immediately notify OSHA in the event the employee sustains a serious illness, injury, or exposure that results in hospitalization as per CalOSHA guidelines.

D. Transporting Students

Employees are not permitted to transport students. In the event a student needs transportation for a school-related purpose, the School will arrange for transportation in coordination with the parent or guardian.

E. Employee Driving Policy

EACS must ensure that risks to the School are minimized and ensure that only safe drivers are allowed to drive on School business. The Board requires that all employees who regularly drive as part of their job duties ("Driving Employees") meet minimum standards of safety and insurance, which must be verified by the School. Driving employees must obey all traffic laws and drive safely while on School business.

Positions requiring driving shall state such in the job description and staff will be required to maintain a valid driver's license and vehicle insurance in order to meet the minimum qualifications of the position and perform the essential duties of the role. This policy covers all school employees and violation of the School's policy is grounds for discipline up to and including termination.

Driver's License and Insurance Coverage

1. In order to operate a personal vehicle when used to perform EACS business, Driving Employees must have a valid driver's license and automobile insurance meeting the minimum standards established by law at all times. Evidence of the Driving Employee's driver's license and automobile insurance certificate will be kept on file. The Driving Employee is responsible for providing an updated driver's license and automobile insurance certificate whenever it expires or upon request. The Executive Director or designee must be notified immediately if the Driving Employee no longer has a valid driver's license or insurance certificate. Any Driving Employee whose driver's license or insurance certificate lapses or is canceled or revoked for any reason, and who cannot otherwise arrange for travel as required by their position, may be

terminated or placed on inactive/unpaid status until the issue is remedied.

Notification of Traffic Violations Resulting in Criminal Convictions

EACS receives notifications from the Department of Justice (DOJ) when an employee has been arrested and when there has been a conviction for a crime. Notification of a traffic violation resulting in a misdemeanor or felony charge will be discussed with the employee. Certain driving violations may be grounds for termination from a position that requires regular driving such as:

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run
4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

Responsibilities of Human Resources

When recruiting for positions that require the employees to operate a vehicle the posting notice shall advise applicants that a current driver's license record and verification of automobile insurance will be required prior to a final job offer.

Employee Responsibility

Employees are responsible for maintaining driver's licenses and special certificates required for the performance of job duties. Employees are also responsible for promptly notifying their supervisor of expiration, conviction, or other DMV actions against their driver's license or certificate by no more than five (5) business days from the occurrence.

Use of Electronic Devices While Operating a Vehicle

EACS recognizes staff members may spend a considerable amount of time driving for business purposes. It is the intention of the School to ensure all staff members are safe while driving a vehicle. Although hands-free options are available, it is the policy of the School to discourage employees from utilizing a cell phone or other electronic devices while operating a vehicle.

Distracted driving can be described as any visual, cognitive or manual distraction which takes attention away from the task of safe driving.

Employees are expected to follow all federal and state distracted driving laws. Employees who are charged with traffic violations resulting from the use of an electronic device while driving will be solely responsible for all liabilities that result from such actions.

The School highly encourages employees to use their best judgment and reserve all conversations conducted on an electronic device for when they are not in operation of a vehicle. It is recommended that employees find a safe location and park their vehicle prior to placing or accepting a telephone call. Texting while driving is prohibited. Voice texting while driving is strongly discouraged. Safety must come before all other concerns.

Revocation of Driving Privilege

1. The Human Resources Director or designee will monitor the subsequent arrest notifications from the DOJ. Any Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will immediately be placed on unpaid administrative leave.

2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on EACS business will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

Alternative Transportation

All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the advance approval of the Executive Director or designee, the employee may be reimbursed the actual miles traveled using the Schools' current mileage reimbursement rate, for their travel using public transportation or rideshare service where a personal vehicle is not available or alternative transportation is not feasible. Driving Employees will not be reimbursed additional charges and expenses outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee's personal vehicle is unavailable.

Nothing in this policy is intended to replace the employer's responsibility to engage in the interactive process with an employee who has requested accommodation due to an illness, injury, or disability. The HR manager or designee will ensure compliance in all matters pertaining to this policy.

F. Contagious Illnesses in the Workplace

The School realizes that employees with contagious temporary illnesses such as influenza (including COVID-19, H1N1 or Swine Flu), colds, and other viruses, or other communicable diseases may wish to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness or communicable disease may continue to work, the School considers several factors. The employee must be able to perform normal job duties; meet regular performance standards; and, in the School's judgment, pose no potential risk to the health or safety of the employee or others. If the School determines that an employee is unable to perform normal job duties; meet regular performance standards; or represents a potential risk to the health or safety of the employee or others, the School reserves the right to send the employee home and require the use of any available sick or vacation time, and if none is available the time would be unpaid. If an employee disagrees with the School's determination that such a risk exists, the employee must submit a statement from their attending healthcare provider that the employee's continued presence at work poses no significant risk to the employee, other employees, or students before they are allowed to return to work.

The following are general health and hygiene practices recommended by the Centers for Disease Control:

1. Stay home when sick. An employee should not return to work until they have been free of a fever for at least 24 hours.
2. Use proper etiquette: cover the cough or sneeze with a tissue or cough or sneeze into the elbow.
3. Wash hands often, especially after sneezing, coughing, or having contact with others. Alternatively, use a hand gel disinfectant and rub hands until the gel is dry.
4. Avoid touching eyes, nose, or mouth.
5. Ensure that general use office machines, such as shared computers, faxes, and copiers, are wiped down with disinfectant.
6. Healthy lifestyles are encouraged, including good nutrition, exercise, and adequate rest.

Supervisors will encourage employees to utilize paid sick and vacation if available to cover absences due to contagious temporary illnesses. Please contact HR regarding any questions about the possible contagious nature of any illness in the workplace.

The School will comply with all applicable statutes and regulations that protect the privacy of persons who have a contagious or communicable disease.

In the case of a pandemic (such as COVID-19, H1N1 or Swine Flu) or illness, the School may implement specific procedures through its emergency communication action plan

including utilizing employees in essential operation positions; implementing controls and scheduling in the work environment; encouraging ill employees to stay home; modifying work schedules; implementing telecommuting; minimizing non-essential travel; social distancing (reducing frequency, proximity, and duration of contact between people); utilizing phone, email, and video-conferencing; personal protective equipment (PPE); and education and training on safe work practices, risk factors, and protective behaviors. Employees will be notified if the emergency communication action plan is implemented.

G. Gun Violence Restraining Order

If an employee, parent, or student demonstrates a substantial likelihood of significant danger or harm to self or others, a gun violence restraining order petition may be filed. The petitioner may be an immediate family member, law enforcement officer, employer, co-workers with employer approval who regularly interact with the person, or an employee or teacher of a secondary or postsecondary school. A copy of the restraining order is to be submitted to human resources.

Initial_____

Section VII: Employee Wages and Benefits

A. Wages

Several factors may influence the compensation for a position. Each position is defined by a broadly written job description that indicates the duties to be performed and the necessary knowledge, skills, and abilities for the assignment. These factors are reviewed when determining the appropriate compensation. Some of the items the School considers are the nature and scope of the job duties, what other employers pay their employees for comparable jobs (external equity), what the School pays their employees in comparable positions (internal equity), and individual work as well as performance. Wages are also affected by legislative changes and the State's economy, and may be adjusted upward or downward as changes occur.

Initial step placement will be based on related prior experience. The Executive Director is given authority to offer a higher entry step placement in areas of shortage such as math, science, or special education in order to secure highly qualified candidates for positions. Step advances will be considered for employees who remain in paid status for at least 75% of the work year calendar. Consideration for step advancement will also be based upon the School's budget solvency, successful employee performance, and any other relevant factors.

The employee's performance review will usually be conducted on or about the end of the fiscal year. A positive performance review will not necessarily result in a change in compensation.

B. Stipends

Stipends may include supplies, cell phone/internet, and/or mileage. Stipends may also be issued for performing specific additional job duties. Stipends may be evenly distributed across the employee's pay periods or issued at the time the services are rendered. All stipends will be reviewed annually.

C. Paydays

All salaried exempt employees are paid on the 26th of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the prior day of operation.

Hourly and salaried nonexempt employees are paid on the 10th and 26th of each month. Hours worked from the 16th through the last day of each month will be paid on or

before the 10th of each month. Hours worked from the 1st through the 15th of the month will be paid on or before the 26th of each month. For more information on pay periods, please contact HR.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Employees will be paid through manual checks or through direct deposit of funds to savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a Direct Deposit Authorization form may be obtained from HR. Due to banking requirements it may take several weeks for activation of the direct deposit.

Every effort is made to avoid errors in calculating and distributing paychecks. Employees should inform HR if they believe an error has been made or pay has not been received. HR will take steps to research the problem and endeavor to make any necessary corrections as soon as possible or at least by the next regular pay day.

D. Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-credentialed employees, CalSTRS for eligible Teachers/Administration and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. For non-credentialed employees: Social Security (FICA) - The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. The current tax rate is used in the calculation. Each party is responsible for contributing. Eligible credentialed employees participating in CalSTRS do not contribute to Social Security.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. For credentialed employees contributions will be deducted and remitted to California State Retirement System (CalSTRS). The CalSTRS is a special trust fund established by California law. Per the guidelines of CalSTRS, the school will abide by membership eligibility. A contribution withdrawal begins with the first pay period. This contribution is in lieu of Social Security withholding tax from the paycheck. Additionally, the School contributes into the CalSTRS fund. All employee and employer contributions are determined by CalSTRS. Further

information regarding CalSTRS accounts can be found at www.CalSTRS.com.

6. For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under the "Employee Benefits" section of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. If any deduction is unclear, contact HR.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal and State Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms are to be completed upon hire. The employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time in the HR information system by updating their W-4 and DE-4 withholdings.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

While the School strives to process payroll correctly, an error may occur from time to time. If this happens, every effort will be made to correct the problem as quickly as possible and to avoid future errors of a similar nature. Employees will not be subjected to discrimination, harassment, or retaliation for coming forward with a complaint or question about their paycheck.

E. Wage Attachments and Garnishments

When an employee's wages are garnished by court order, the School is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. The School will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee's paycheck.

F. Employee Benefits

The School is committed to providing quality and cost effective benefit options (e.g. health, dental, vision, and life insurance) for eligible employees as part of the total employee compensation. Benefit eligibility may be dependent upon employee classification (full-time versus part-time, for example). Benefit eligibility requirements may also be imposed by the School and/or plans themselves. Policies, provisions and

procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

1. Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Exempt (*FTE*)	Non-Exempt (*Hours per Week*)	*Eligible employees will have the option to choose to enroll in benefits or elect a cash in lieu stipend with proof of alternate coverage.*	
		*Tiered Benefit Stipends (*for Health, Dental, and/or Vision*)	*Cash In Lieu of Benefits
.75+ FTE	30+ hours	$1,300/month Employee only $1,400/month Employee + spouse $1,400/month Employee + child(ren) $1,500/month Employee + family	$200/month
.50 - .74 FTE	20-29 hours	$780/month	$100/month
.49 FTE or less	19 hours or less	not eligible	not eligible

2. Benefit Design and Modification

The School reserves the right to design plan provisions and to add, eliminate, or in other ways modify any School provided benefits described in this handbook or elsewhere in plan documents, where and when it is deemed in the School's best interest to do so. These benefits are subject to change depending on management decisions and resources.

3. Benefit Plan Documents

Employees will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from HR for review. Questions about this information should be directed to HR.

4. Cash in Lieu of Health Benefits

Eligible employees may opt out of health benefits provided by the School and elect to receive a "Cash in Lieu" (CIL) option. CIL is dependent upon employment status and full time equivalent, included but not limited to hours worked or number of students assigned per pay period. Please refer to the employment agreement for more information.

In order to be eligible for cash in lieu of health benefits, an employee must provide proof of enrollment in a qualifying group health plan, including their name and the effective date of coverage, on their spouse or parent's employer sponsored plan, State Medicaid, Medicare, or VA Benefits. Proof of enrollment must be provided at the time of benefit enrollment for new hires or during the open enrollment period in order for the cash in lieu of benefits to be paid. Individual Family Plans (IFP) and Covered California coverage plans are not eligible for cash in lieu of benefits. All eligible employees will automatically be enrolled in the employer provided life insurance plan. Payment of the appropriate CIL amount will occur on each pay period of the current school year.

If the employee should enroll part way through the plan year due to a Qualifying Life Event (QLE), or if hired after the start date for the position, the annual CIL will be adjusted at the next pay period.

5. Right to Modify

The School reserves the right to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents to the extent allowed

by law. Notice of any such changes will be provided, as required by law. Further, the School reserves the exclusive right, power and authority to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans, to the extent allowed by law. This section is subject to change in accordance with changes in the law.

6. Changes in Health Benefits

Employees may make changes to their plans outside of open enrollment if they experience a Qualifying Life Event (QLE). Examples of such events include marriage, divorce, birth, adoption, loss of coverage, etc. An employee has 30 days from the date of the QLE to notify human resources and enroll in or make changes to their health plan.

For more complete information regarding any of the benefit programs, please contact HR.

7. COBRA Benefits

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours, leave of absence, divorce or legal separation, and a dependent child no longer meets eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of the coverage at the group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee's rights and obligations.

8. Look-back Measurement Method – Seasonal and Variable Hour Employees

For seasonal employees as well as part time employees hired to work less than 20 hours per week the School will use a look-back measurement method to determine benefit eligibility status.

This method is used to determine the benefits eligibility status of an employee by looking back over a defined period of time (12 months) to determine if the employee averaged at least 20 hours per week during that period. The initial measurement period begins on the first day of the calendar month following a one month probationary period.

A stability period (designated period where coverage must be offered) of 12 months will be offered to all individuals identified as employees working at least 20 hours per week on average during the measurement period.

After a new variable-hour or seasonal employee has been employed for a standard measurement period, the employee is considered to be an ongoing employee and will have their hours measured from open enrollment or plan year.

G. Retirement Plan Offerings

The School is committed to providing retirement benefits to the employees. Plan details may be obtained through HR.

403(b)/457(b) Deferred Compensation Plan

All employees can open a 403(b) and/or 457(b) account and make employee contributions through payroll deductions.

Employer Contributions:

The employer contribution towards a deferred benefit plan is based on an eligible employee's active contribution to a 403(b) or 457(b) account. Eligible employees must open a 457(b) account in order to receive the employer contribution. The employer contribution will be made to the employee's 457(b) account in an amount not to exceed a matching contribution up to 7% of the employee's base annual salary. Eligible employees are immediately vested in employer contributions. Seasonal employees are not eligible for employer contributions.

Classified Employees: To be eligible for an employer contribution, a classified employee must work at least 20 hours/week.

Certificated Employees: To be eligible for an employer contribution, a certificated employee must serve a minimum number of students, work at least 20 hours/week, or have an assignment at least 0.5 FTE.

Certificated staff participating in CalSTRS are not eligible for an employer contribution to a 457(b) plan.

California State Teachers Retirement System (CalSTRS)

The School may offer a defined benefit plan through CalSTRS. Eligible credentialed employees employed at a CalSTRS school will be mandatorily enrolled in CalSTRS, and have employer and employee contributions submitted to CalSTRS on a monthly basis. Benefit information on this program is available at the CalSTRS website at www.calstrs.com.

H. Expense Reimbursement Process

1. Supplies

Due to the virtual nature of this business, it may sometimes be most practical for employees to initiate purchases locally and be reimbursed for those expenses. Reasonable, actual business expenses incurred by employees for the purpose of conducting business on behalf of the School shall be reimbursed upon approval. Employees receiving a stipend for supplies may not exceed the stipend amount. Pre-approval by a supervisor is required in the event the employee wishes to purchase an item that exceeds the amount of the stipend.

2. Travel

The School will only reimburse actual and necessary expenditures for staff. Attendees shall be held accountable for good judgment regarding expenditure of tax dollars. All expenditures must have scanned copies of itemized original receipts, regardless of the amount. The School shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on school-related business, personal use of an automobile, and personal losses or traffic violation fees incurred while on school business. Factors such as variances in regional costs, travel duration and extenuating circumstances will be considered when approving travel reimbursement. In addition to those items listed below, associated travel fees such as parking fees, taxis/shuttles, and luggage handling are reimbursable expenses.

Employees are pre-approved to expense those costs associated with traveling for school-related purposes including testing and professional development. Scanned copies of original itemized receipts are required for reimbursement.

3. Mileage

The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. Employees must include verification of miles driven either using a platform adopted by the School, or by attaching a Mapquest/Google map or the like, with the request for reimbursement.

In our best efforts to retain staff and service students while combating variables in student enrollment; service regions will be reiterated in our Mileage Policy and duties as assigned to the Teacher of Record. This may include the necessity to travel up to 50 miles one way to service students on their classroom roster. While we will try our very best to place students mindfully with teachers in their local communities and areas we do not always have precognition of annual enrollment areas. It is our goal first and

foremost to provide consistency and stability to our students and staff, followed by our intrinsic desire to service all students interested in our program while continuing to provide longevity to our staff that may no longer be residing in heavily populated enrollment regions.

4. Hotel Rooms

Lodging shall be for those days associated with attending the activity, including, if necessary, the night before. Good judgment shall be used to seek the most reasonable accommodations. Please see the Travel Manual for additional details.

5. Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meal(s). Meals provided in conjunction with conferences, workshops, seminars, meetings that exceed these amounts are excluded from these limitations. No meals will be reimbursed for meals provided at/during the conference/training. Please see the Travel Manual for additional details.

The reimbursement rates are:

$20 for breakfast, $25 for lunch, $30 for dinner plus service gratuity maximum of 18%. The total amount reimbursed for meals per day will not exceed $75. Alcohol is not reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report. Please see the Travel Manual for additional details.

6. Postage

Employees will be reimbursed for any postage related expense requested by the School. Employees must get pre approval from a supervisor for shipping expenses and must discuss the best shipping method with the supervisor.

For employees who receive a monthly supply stipend, only the portion of the expense that exceeds the stipend will be reimbursed.

7. Procedure for Expensing

Employees must have pre-approval prior to making any purchases that will warrant reimbursement. Approval may be obtained by sending an email to the CEO or Executive Director with a short description of what will be purchased.

Expense reimbursements must be submitted within thirty (30) days of the charge. Expense reports submitted after this time may not be reimbursed within the current cycle and/or may be delayed and processed in the next cycle. Please see the Travel Manual for additional details.

Initial_____

Section VIII: Leaves, Vacation, and Holidays

A. Healthy Workplaces/Healthy Family Act of 2014

The School, in compliance with the Healthy Workplaces/Healthy Family Act of 2014 (AB 1522), allows all full time and part time employees who work at least 30 days within a year in California to accrue paid sick leave hours. Accrual begins on the first day of employment. The employee must work at least 30 days before taking any available accrued sick leave.

B. Paid Sick Leave

Paid sick leave may be used for an employee's own illness, for preventative care or diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent. Sick leave may also be used when an employee needs to manage matters surroundings domestic violence, sexual assault, stalking or when their worksite or their child's school or daycare closesdue to public health emergencies. Except in the case of an illness or emergency, sick leave must be requested at least five (5) days in advance by submitting the request through the payroll system. Employees using extended sick leave (in excess of 5 days) must submit a request at least two weeks before the extended leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Employees absent more than five (5) days may be required to submit a health care provider's statement or note that the employee is fit for return to service.

Employees will be paid their regular compensation when using paid sick days. Sick leave hours will not be advanced ahead of the earned accrual.

Employees may use sick leave in thirty minute minimum increments, which will be deducted from the employee's accrual balance. Employees are not required to find a replacement for their work while taking protected sick time. Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day

schedule will not need to be adjusted to accommodate the absence.

Any unused sick hours will roll over from year to year. Sick leave hours will not be advanced to an employee ahead of the earned accrual rate. Accrued, but unused sick days are not paid out by the School at the time of separation. However, employees who terminate employment and are rehired within one (1) year of termination (or 6 months for employees working in the city of San Diego) regain their previously unused accrued sick leave.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted.

1. Paid Sick Leave - Full Time Employees

The School provides sick pay for full time employees who regularly work a minimum of 30 hours per week. All full time classified, non-teaching certificated and special education certificated employees accrue one (1) sick day per month in paid status. Nonexempt employees are paid semi-monthly, and will accrue the equivalent of one half day per pay period. All employees who fall under this accrual method are guaranteed to accrue a minimum of 24 hours by the 120th day of employment and subsequent accrual years in accordance with State law.

Certificated Sick Accrual *Full Time Certificated Employees*					
Sick Leave	Student Count or FTE	Hours Worked Per Week	Non-Exempt : Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75 to 1.0 FTE	30+ hours	4/4	8	8

Classified Sick Accrual *Full Time Classified Employees*					
Sick Leave	FTE	Hours Worked Per Week	Non-Exempt : Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75 to 1.0	30+ hours	4/4	8	8

2. Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees

The School provides all part-time, per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 24 hours (3 days) of paid sick leave in a 12 month period. Employees will be paid at their regular hourly rate when they take paid sick leave.

Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 24 hours (3 days) of paid sick leave in a year. Sick leave accrual will be capped at 48 hours (6 days), in compliance with both state and city ordinances.

Sick Accrual *Part Time, Per Diem, Seasonal, and Temporary Employees*					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt : Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 1	.50 - .74	20-29	3/3	6	6
CA SL	.49 or less	19 or less	2/2	-	4

C. California State Benefits

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner, or to bond with a new child by birth, adoption, or foster care placement.

PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country.

Employees must notify HR of their plan to take leave and the reason for taking leave according to the School's policy. HR is available to assist employees with applying for State Disability benefits through the Employment Development Department. Employees may be eligible to receive PFL benefits while on a leave of absence to care for a seriously ill family member or for baby bonding. Employees are not eligible for PFL benefits when on PDL, FMLA, or CFRA leave for their own serious health conditions.

PFL is not a guaranteed right to a leave of absence, and employees taking PFL or PFL Military Assist are not provided job protection rights or a right to return to the same position following their absence.

D. Pregnancy Disability Leave (PDL)

An employee may take pregnancy disability leave (PDL) if the employee is disabled because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave is dependent on a medical certification and the duration may be up to 17 1/3 weeks or the equivalent number of days the employee would normally work within the same period. Intermittent leave or a reduced work schedule may be taken.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The 17 1/3 week pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to self, the successful completion of pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four

months total. "17 1/3 weeks" means the number of days the employee would normally work within that period. For example, a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

PDL will run concurrently with other applicable leaves, such as FMLA leave. The 12-month look-back period will apply to all leaves granted concurrently.

1. Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

2. Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee takes pregnancy disability leave and is eligible under the Family Medical Leave Act (FMLA), the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work after PDL ended. Leave taken under the pregnancy disability policy runs concurrently with FMLA under federal law, but not California Family Rights Act (CFRA). If the employee is ineligible under the federal and state family and medical leave laws, while on pregnancy disability they will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which the employee is eligible, such as continued PDL. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if they fail to return to work following pregnancy disability leave.

3. Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical

certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

4. Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR.

The employee should provide at least thirty (30) days notice or as long of notice as is practicable, if the need for the leave is foreseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

5. Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

If the employee is not reinstated to the original position, the employee will be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

6. Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the School.

7. Lactation Accommodation

The School will provide a lactation break for a reasonable amount of time to accommodate an employee's need to express breast milk. Employees in need of lactation breaks should contact their supervisor and human resources to allow for the School to determine a private space and ensure the reasonable time for breaks is provided. Human Resources and the supervisor will assist the employee in identifying a proper location that is close to the employee's work area, shielded from view, and free from intrusion. Additionally, where applicable, the School will provide access to a sink with running water and a refrigerator for storing breast milk.

The lactation break shall, if possible, run concurrently with any rest break or meal period already provided to the employee. For non-exempt staff, any additional time needed to express milk outside of the normal rest break and meal period is to be off the clock. If the employee needs additional time past the breaks typically provided in a day, the employee should contact their supervisor and human resources. If a space and break is not provided when requested, please contact human resources.

E. Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

The School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"). The following information provides employees with a general description of their FMLA and CFRA rights.

Calculating 12-Month Period for FMLA and CFRA

For purposes of calculating the 12-month period during which 12 weeks CFRA or qualifying exigency leaves may be taken, the School uses the “rolling" method also known as the look back method. For example, if an employee begins their leave on March 5, the look back period is 12 months from that date.

Under some circumstances, leave under FMLA and CFRA may run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. Accrued sick leave will be paid to the employee starting with the first day of absence until exhausted and will run concurrently with FMLA and/or CFRA leave.

For leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Leave granted under any of the reasons provided by state and federal law will be counted as FMLA and/or CFRA leave and will be considered as part of the 12-workweek entitlement (26-work week entitlement if leave is to care for a service member) in a 12-month period. The 12-month period is measured forward from the date any employee’s first FMLA/CFRA leave begins. Successive 12-month periods commence on the date of an employee’s first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Pregnancy, Childbirth or Related Conditions Under FMLA, CFRA and PDL

Time off due to pregnancy disability, childbirth or related medical condition falls under pregnancy disability leave (PDL) and FMLA leave and is not concurrent with CFRA leave. Employees who may not be eligible for FMLA leave may still be eligible for leave under PDL. Once the pregnant employee is no longer disabled, or once the employee has exhausted PDL and has given birth, they may apply for leave under CFRA, for purposes of baby bonding.

1) Family Medical Leave Act

Employee Eligibility Criteria

FMLA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee must have been employed by the School for at least twelve (12) months,
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and

- The employee is employed at a location where the School has at least fifty (50) employees within a seventy-five (75) mile radius, except for purposes of baby-bonding where the threshold is twenty (20) employees.

FMLA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks of FMLA leave for this reason.
2. Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
3. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a serious health condition or military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

Intermittent Leave under FMLA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Under FMLA, the employee must have the School's agreement to take intermittent leave.

2) California Family Rights Act

The Fair Employment and Housing Act (FEHA), enforced by the Department of Fair Employment and Housing (DFEH), contains family care and medical leave provisions for California employees. CFRA applies to all employees of the state of California and any other political or civil subdivision of the state and cities, regardless of the number of employees.

Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service.
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a worksite where there are 5 or more employees within a 75 mile radius.

CFRA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
2. To care for the employee's parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, and sibling who has a serious health condition.
3. For a serious health condition that renders the employee unable to perform their job.
4. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.

Intermittent Leave under CFRA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's agreement to take intermittent bonding leave. In the case of intermittent leave, the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

3) Process for Requesting FMLA/CFRA Leave

Leave Procedures

The following procedures shall apply when an employee requests leave:

The employee must contact HR as soon as the need for the leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within 5 business days. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA/CFRA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA/CFRA leave.

The School requires the employee to provide certification within 15 days of any request for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a timely manner to substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and
4. Confirmation that the serious health condition warrants the participation of the employee.

Certification

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

1) Date of commencement of the serious health condition;
2) Probable duration of the condition; and
3) Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

4) Pay and Benefits Under FMLA/CFRA

Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 work weeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is deemed to have "failed to return from leave" if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave. Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be able to remain on benefits for any time taken under approved FMLA/CFRA leave if they are eligible for those leaves. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees during FMLA/CFRA leave and may require an employee to use accrued vacation time or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee's own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave.

Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA.

5) Reinstatement Upon Return From FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after FMLA leave may be denied to certain salaried "key" employees under the following conditions:

1) An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;

2) The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School's operations;
3) The employee is notified of the School's intent to refuse reinstatement at the time the School determines the refusal is necessary; and
4) If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Under CFRA, the School will reinstate "key" employees.

Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

F. Bereavement Leave

The School grants leave of absence to benefited employees (employees with at least 50% employment) in the event of the death of the employee's current spouse, child, parent, parents-in-law, legal guardian, brother, sister, grandparent, grandchild, or mother, father, sister, brother, son-in-law, or daughter-in-law, step-parents, foster parents, foster children, and domestic partners. An employee with a death in the family may take up to five (5) consecutive scheduled work days off with pay with the approval of the supervisor. In the event services are located out-of-state, the allowed time off will be seven (7) days. An employee may be granted up to ten (10) days of bereavement leave for the death of the employee's spouse/domestic partner or child.

Bereavement leave may be taken intermittently with prior approval of the supervisor in no less than four hour increments. If an employee requires more than the allocated time off for bereavement leave, the employee may use accumulated sick days. The CEO or designee may approve additional unpaid time off.

G. Military Leave

Regular full time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay.

Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

1. Between one (1) to thirty (30) days: The service member is expected to report to work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.
2. Between 31-180 days: The service member must submit an application for reemployment within 14 days of release from service.
3. For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 days leave of absence with pay to employees who have exhausted all available sick leave within a one-year period for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 days per year, for donating an organ.

This leave may require use of two weeks accrued paid time off for organ donation, and five (5) days for bone marrow donation.

A medical note will be required to be submitted. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

I. Jury Duty and Witness Leave

The School encourages employees to serve on jury duty when called. Postponement to non-instructional or off-peak department times is encouraged in order to minimize the impact to the School.

Seasonal and part-time employees will be provided unpaid time off to participate in jury duty. Nonexempt employees will receive full pay while serving up to 5 days of jury leave. Exempt employees called for jury duty will receive full salary for the time spent; however, exempt employees are expected to arrange their work schedule to minimize the impact on the School and must consult with their supervisor for guidance.

The employee should notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty.

K. Victims of Domestic Violence Leave

Employees who are victims of a crime or where their family member is a victim of crime are eligible for unpaid leave regardless of whether any person is arrested, prosecuted, or convicted of committing a crime. A "victim of a crime" is defined as: 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 or using a firearm or other dangerous weapon, or using or making threats of force to cause physical injury or death.

This leave provides time off for employees who are victims of domestic violence, sexual assault, and stalking, as well as leave for employees who are the victims or related to victims of certain serious or violent felonies. Employees may use available and accrued sick leave. The employee may also take paid vacation if eligible. The employee may request leave if they are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure the health, safety or welfare, or that of their child.

The employee should provide notice and certification if they need to take leave under this policy. Certification may be sufficiently provided by any of the following:

1. A police report indicating that the employee was a victim of domestic violence.
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

L. Suspension of an Employee's Enrolled Child

If an employee who is the parent or guardian of a child facing suspension from school and is summoned to the school to discuss the matter, the employee should alert the CEO or designee as soon as possible before leaving work. In keeping with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

M. Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

N. Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of a work-related injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives any workers' compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury or illness to HR. If the employee believes the injury or illness is caused by their job and develops gradually, the report should be filed as soon as possible. Reporting promptly helps avoid problems and delays in receiving benefits, including medical care. If the employee does not report the injury within 30 days, they risk losing their right to receive workers' compensation benefits;
- Seek medical treatment and follow-up care if required;
- Complete a written claim form and return it to HR as soon as possible.
- Provide the School with a certification from the healthcare provider regarding the need for workers' compensation disability leave, as well as the eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to the same position held at the time the leave began, or to an equivalent

position, if available. Upon return, a teacher is not guaranteed the same students, but will receive new/transfer students according to the same seniority status they had prior to the leave. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of the job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

O. Other Types of Leaves

There are other types of leaves that employees may be eligible for which include:

- Time off to visit children's schools: This leave provides employees up to 8 hours per month (to a maximum of 40 hours per year) of unpaid time off for the purpose of child-related activities which include: to find, enroll, or re-enroll the child in a school or with a licensed childcare provider; to participate in activities of the school or licensed child care provider; to address a child care provider or school emergency. Employees may use available and accrued sick leave;
- Literacy accommodation leave: This leave provides reasonable accommodation for employees who experience difficulties with literacy to enroll in an adult literacy program, work with a tutor or otherwise take steps to improve upon their literacy needs. Employees may use available and accrued sick leave;
- Military spousal leave: This leave provides employees up to 10 days of unpaid, protected leave, to spend time with a spouse or registered domestic partner who is home during a period of military deployment.

P. Professional Development

The School expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of the School. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by the School are subject to the approval of the Executive Director, CEO or designee.

Employees will be allowed with the approval of their supervisor and the CEO or designee to attend extended professional development programs. Extended professional development programs are considered more than two (2) days. An employee will be expected to complete missed work or assignments upon return.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. The School requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out of town events. The granting of request will be solely at the discretion of the Executive Director or CEO.

Q. Holidays

The School recognizes the following holidays:

- New Year's Day (January 1st)
- Martin Luther King Jr's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth (June 19th)
- Independence Day (July 4th)
- Labor Day
- Veterans Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)
- New Year’s Eve (December 31st)

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full time (thirty or more hours per week) classified employee in paid status on the working day immediately preceding or following the holiday. A holiday that falls during a classified employee’s vacation time or sick time is paid as a holiday and is not deducted from vacation or sick-leave balances.

R. Vacation (Classified Employees)

The School’s vacation policy is intended to provide eligible classified employees with time away from work for relaxation and renewal. In order to be eligible for vacation accrual, an employee must be a full time (thirty or more hours per week) classified

exempt or nonexempt employee.

Vacation accrual begins on the first day of employment, and employees are eligible for vacation upon successful completion of 30 days of continuous employment. Eligible employees will accrue one day of vacation per month in paid status (e.g. an 8 hour/day 12 month employee will earn 12 days of vacation or 96 hours). Vacation accruals per pay period are displayed in the payroll system and on the employee's pay stubs.

Vacation Accrual *Classified Staff*					
	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Pay Monthly Period	Total Sick Hours Accrued Per Month
Full Time	.75+	30+	4 hours/4 hours	8 hours	8 hours
Part Time	.475-.74	20-29	3 hours/ 3 hours	6 hours	6 hours
Part Time	.475 or less	19 or less	not eligible	not eligible	not eligible

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. A requested vacation will be approved if the absence does not cause a disruption of service or place an undue burden on fellow employees. All vacation requests must be made in advance of the time to be taken. Any changes to a vacation request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of vacation, except in an emergency situation. Failure to get pre-approval may result in disciplinary action. The supervisor may determine peak times in which vacations may not be approved.

Employees may be required to use their earned vacation hours during school recess. Vacation can be used in increments of 1 hour and only used from the employee's available accrual. Vacation hours cannot be advanced ahead of the earned accrual. Accrued and unused vacation hours will roll over from year to year but are capped at one and a half times the annual rate of accrual. Employees will not accrue any additional vacation until their balance has dropped below the annual cap.

Terminating employees (voluntary or involuntary discharge, death, end of employment agreement, etc.) will be paid all accrued and unused vacation in their final paycheck.

S. Work Year Calendars

Each year the Board of Directors will approve the instructional and work year calendars for the new school year. Specific work days for certificated staff are determined by the School based on a return date for prep days, professional development, and final date for grade submission. The work days will be designated within the date range listed on the employment agreement.

In coordination with HR, supervisors will prepare a work year calendar displaying the first and last day of the assignment, all recess periods, and designated non-work days. For employees working less than 12 months, non-work days will be determined at the discretion of the employer, indicated on a work calendar provided to the employee, and determined so that work schedules will provide the greatest support to the School or department.

Non-work days are unpaid days based upon the employee's position and employment agreement as stated on the work year calendar. Unlike accrued leave, non-work days will not carry over from year to year.

T. Make-up Time

Nonexempt employees may choose to use make up time in order to accommodate employee scheduling needs. Employees may choose to work over 8 hours on one or more days per week, so they make up work less than 8 hours another day for personal reasons. The extra hours worked for make-up time would not be counted as overtime. Employees are not to work more than 11 hours in a single work day (without prior approval), and the make up time must all be taken and used within the pay work week. If an employee requests make-up time and has worked over 8 hours in a day earlier in the week, and their need for time off changes, the employer may still require the employee to take the planned time off to avoid unnecessary overtime. Unless otherwise approved, employees are not to work more than 40 hours per week, in which case, they will be eligible for overtime. Requests for make up time must be submitted to the supervisor in advance.

U. Suggestions

The School is always striving to improve operating procedures and encourages all employees to make suggestions to this end. We welcome suggestions on subjects such as safety; ways to improve customer service; and, how to save labor, money, energy, time, and materials. All suggestions should be submitted in writing to the appropriate supervisor who will in turn discuss them with School management. We appreciate staff suggestions that help make the School more successful.

Initial_____

Confirmation of Receipt of Handbook

I have received the School's Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the Schools policy for preventing discrimination, harassment and retaliation. I have been given the opportunity to ask any questions I might have about the policies in the Handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. The School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the CEO, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing, signed by the CEO.

I understand and agree that nothing in the Employee Handbook creates or is intended to create a promise or representation of continued employment and that employment at the School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the School.

_____	_____	_____
Employee's Signature	Employee's Print Name	Date

Comprehensive Safety Plan
Includes: Instructional Continuity Plan (ICP)

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
    - Phone: 714-647-7000

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

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

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/cheimical.

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. Excel Academy Charter School on-site staff will conduct quarterly drills to practice response in relation to active shooters on site.

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.

Community Engagement 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 Community Engagement 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 Community Engagement 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

Community Engagement 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 participantsReport safety concerns to Community Engagement Coordinator and designee immediately
2. Support Community Engagement Coordinator as needed
3. Support the venue's direction and coordination of emergency response effort during an incident
4. Inform Community Engagement 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 Community Engagement Coordinator
4. Remain in attendance to supervise their own students

Student will be expected to:

1. Follow guidelines set by the Community Engagement 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 Community Engagement 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 Community Engagement 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 students 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 the pupil's 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 school days 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Policy:

This student Suspension and Expulsion Policy has been established in order to promote learning, provide for the safety of students, staff, and visitors to EACS 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 offenses for which students at non charter may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal ("involuntary withdrawal"). The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary withdrawals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary withdrawal.

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

EACS administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary withdrawal policies and procedures. The notice shall state that this Policy and Procedures are

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary withdrawal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

available on request.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this 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 EACS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under 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 requires additional or different procedures. EACS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom EACS 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 withdrawn by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to withdraw the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent 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 the student and the student's parent/guardian of the basis for which the student is being involuntarily withdrawn and the student's parent/guardian's right to request a hearing to challenge the involuntary withdrawal. 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 withdrawals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures:

A. 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.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses.**

   Students may be suspended when it is determined the student:

   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 any 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 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

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 student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student 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 the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "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 policy, "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 policy, 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 provision shall apply to students 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 Education Code Section 233(e). This provision shall apply to students 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 provision shall apply to students 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.

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

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. 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.

2) "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, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) 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.

(b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can 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.

(b) For purposes of this policy, "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.

3) Notwithstanding 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.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion when it is determined the student:

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 any 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 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

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 student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student 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 the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “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 policy, “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 policy, 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 provision shall apply to students 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 Education Code Section 233(e). This provision shall apply to students 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 provision shall apply to students 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.

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

iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. 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.

2) "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, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) 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.
      (b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can 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.

(b) For purposes of this policy, "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.

3) Notwithstanding 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.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Excel Board 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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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 term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces,; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School 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” 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 the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should 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 student and the student's parents/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should 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 either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to

the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student 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 shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the 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.

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

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 student.

1. 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 (5) 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 the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. 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.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. 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 complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' 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.

8. 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.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student 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.

10. 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 can 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.

G. Record of Hearing

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

H. 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 can rely in the conduct of serious affairs. A recommendation by the Administrative Panel 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 or Administrative Panel 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 student, 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.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. 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 and student's 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 to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. 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 chartering authority upon request.

L. No Right to Appeal

The student 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.

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or

designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after three (3) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Discipline and Involuntary Withdrawal Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary withdrawal as forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary withdrawal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

   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.

3. Procedural Safeguards/Manifestation Determination

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, the Charter School, the parent/guardian 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 parent/guardian[2] to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian 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.

If the Charter School, the parent/guardian, 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:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's

[2] Individuals in Footnote #1 are active participants in the meeting.

disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School 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.

4. Due Process Appeals

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

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

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

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was 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.

5. Special Circumstances

Charter School 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.

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:

a. 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;

b. 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

c. 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.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

S. Offenses for Involuntary Withdrawal

EACS has adopted a Discipline and Involuntary Withdrawal Policy. Pursuant to that policy, involuntary disenrollment may be recommended for violation of any of the following non-disciplinary school policies:

- Attendance
- Academic Integrity
- Civility
- Acceptable Use
- Satisfactory Educational Progress
- The student fails to complete all mandated school assessments.
- Failure to provide documentation and information to the school in order to record attendance in accordance with applicable laws.
- Failure to provide requested documentation for continued enrollment, such as proof of residency
- Failure to attend and respond to school communications during the first ten (10) school days.

Students with IEPs and/or 504 plans may also be subject to involuntary withdrawal described in this policy. EACS will comply with all applicable federal and state laws when a special education student is being considered for an involuntary withdrawal. The procedures for involuntary withdrawal including reengagement and the right to request a hearing prior to disenrollment are set forth in EACS's Discipline and Involuntary Withdrawal Policy.

S. Procedure for Involuntary Withdrawal

A hearing shall be held within thirty (30) school days after the student has accrued three (3) missed identified assignments to determine whether it is in the best interest of the student to remain in independent study. The Charter School may involuntarily remove the student after the Charter School follows the requirements of the Master Agreement and independent study policy regarding the best interest meeting, and only after providing notice and an opportunity for a parent, guardian, or educational rights holder to participate in the hearing as set forth herein and in Education Code Section 47605(c)(5)(J)(iii).

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

- The date and place of the hearing.
- A statement of the specific facts, charges and violations upon which the proposed withdrawal is based.
- A copy of the Charter School's policies related to the alleged violation.
- 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.
- 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.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 thread 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)

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.

<u>Responding to Possible Overdose</u>

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

<u>Best practices to avoid exposure to heat induced illness is to:</u>

- 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

Cardiac Emergency Response Plan (CERP) Protocol

The purpose of this section is to provide direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, hands-only cardiopulmonary resuscitation, CERP protocol and related staff training/certification. Follow these steps in responding to a suspected cardiac emergency:

Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:

- The person is not moving, unresponsive, or unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest an AED will not deliver a shock.
- If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
- Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e. walkie talkies, overhead page).

- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

Start CPR as soon as possible.

The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.

- Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to the Act Now. Save a Life. (Simplified Adult Basic Life Support) graphic below.
- Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
- If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

AED Access

The person who can retrieve the AED the fastest (ideally in route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved. **LOCATION**

Additional communication measures

- Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Office or Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter.
- Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

Use the nearest AED.

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and be aware if you will need to press the shock

button or if it will deliver automatically. i. Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compression to avoid fatigue.
- Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
- If the AED is used be sure to have a plan to download the data, store the data, and deliver to the patient's cardiology care team.

Transition care to EMS.

- Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- Team focus should now be on assisting EMS safely out of the building/parking lot.
- Provide EMS a copy of the patient's emergency information sheet.

Action to be taken by Office / Administrative Staff.

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
- Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
- Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPR and EMS functions. Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.

- Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

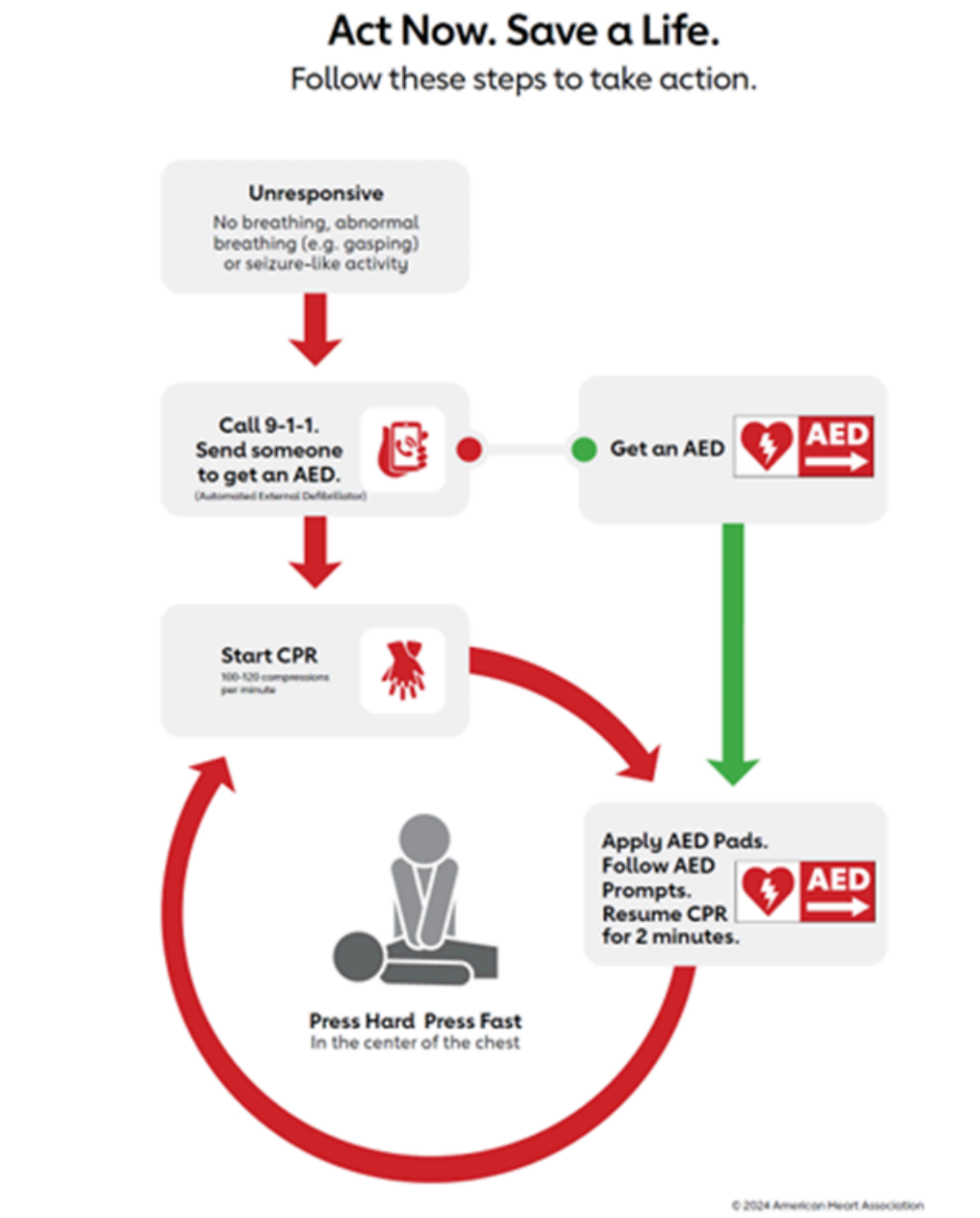
Debrief

- Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors.

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1) Staff training a) The CERT team and a sufficient number of staff should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training shall be renewed at least every two years. b) The school or organization should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available. c) Training may be traditional classroom, on-line, or blended instruction but should include cognitive learning, hands-on practice, and testing. d) All staff and appropriate volunteers, regardless of if they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

American Heart Association *Act Now. Save a Life.* (Simplified Adult Basic Life Support)



Instructional Continuity Plan (ICP) for Excel Academy Charter School

Date of Last Revision: June 12, 2025

1. Introduction and Purpose:

This Instructional Continuity Plan (ICP) outlines the procedures and strategies Excel Academy Charter School will implement to ensure the continuation of high-quality instruction and support for our students in the event of a disruption that prevents our typical operational model. This plan acknowledges the unique nature of our non-classroom based educational program and aims to leverage our existing infrastructure and adapt our practices to maintain learning continuity during unforeseen circumstances.

2. Guiding Principles:

- **Student-Centered:** Maintaining student engagement, learning progress, and well-being is our top priority.
- **Flexibility and Adaptability:** Our non-classroom model inherently offers flexibility, which will be leveraged to adapt to various disruption scenarios.
- **Communication:** Clear, consistent, and timely communication with students, parents/guardians, and staff is crucial.
- **Equity and Access:** We are committed to ensuring equitable access to learning resources and support for all students, regardless of their individual circumstances.
- **Safety and Well-being:** The safety and emotional well-being of our students and staff will be paramount in all decisions.

3. Potential Disruption Scenarios:

This ICP is designed to address a range of potential disruptions, including but not limited to:

- **Public Health Emergencies:** Pandemics, localized outbreaks requiring quarantine or isolation.
- **Natural Disasters:** Earthquakes, wildfires, floods, severe weather events impacting access or safety.
- **Technological Disruptions:** Widespread internet outages, learning management system failures, significant power outages.
- **Regional or Localized Emergencies:** Civil unrest, transportation disruptions, facility inaccessibility (if applicable for any in-person components).

4. Instructional Continuity Strategies:

Our primary strategy for instructional continuity relies on leveraging our existing non-classroom based model and adapting our methods as needed.

4.1. Maintaining Learning Through Existing Platforms and Tools:

- **Learning Management System (LMS):** [Specify the primary LMS used, e.g., Canvas, Beehively, Google Classroom, etc.] will serve as the central hub for:
    - Delivery of instructional materials (digital curriculum, assignments, resources).
    - Facilitating communication between teachers and students (announcements, messaging, discussion forums).
    - Submission and feedback on student work.
    - Tracking student progress.
- **Digital Curriculum Providers:** Continued access to our adopted digital curriculum will be maintained..
- **Communication Platforms:**
    - **Email:** Primary mode of formal communication.
    - **Phone:** For individual support and urgent communication.
    - **Video Conferencing (e.g., Zoom, Google Meet):** For virtual office hours, individual or small group support, and potentially virtual community meetings (if applicable).
- **Asynchronous Learning:** The core of our model allows for flexible learning schedules. Teachers will continue to design engaging asynchronous activities and provide timely feedback.

4.2. Adapting Instructional Practices:

- **Prioritization of Essential Learning:** In the event of a prolonged disruption, teachers will prioritize essential learning objectives and adjust pacing accordingly.
- **Flexible Assignment Deadlines:** Teachers will exercise flexibility with assignment deadlines, considering individual student circumstances.
- **Increased Teacher Availability and Support:** Teachers will increase their availability for virtual office hours and provide more frequent check-ins with students, especially those who may be struggling.
- **Alternative Assessment Methods:** If traditional assessment methods are not feasible, teachers will utilize alternative methods to gauge student understanding (e.g., projects, presentations, portfolios, discussions).
- **Differentiation and Individualized Support:** Teachers will continue to differentiate instruction and provide individualized support based on student needs, utilizing digital tools and communication.
- **Guidance and Counseling Support:** School counselors will be available virtually via phone, email, and video conferencing to provide social-emotional support and guidance to students and families.

4.3. Addressing Potential Barriers:

- **Technology Access:**
    - We will proactively assess student access to reliable internet and devices through surveys at enrollment and periodically.
    - In the event of a disruption impacting access, we will explore potential solutions such as:
        - Providing loaner devices (if resources allow).
        - Identifying low-cost internet options and sharing information with families.
        - Developing low-bandwidth or offline learning activities where feasible.
- **Student Support Services:**
    - Special Education services will continue to be provided remotely to the greatest extent possible, in accordance with IEPs and legal requirements, utilizing virtual platforms and communication.
    - Related services (e.g., speech therapy, occupational therapy, counseling) will be adapted for virtual delivery where appropriate.
    - We will maintain communication with service providers and families to ensure continuity of support.
- **Engagement and Motivation:**
    - Teachers will focus on creating engaging and interactive online learning experiences.
    - Regular communication and check-ins will help maintain student connection and motivation.
    - Opportunities for virtual social interaction (if appropriate for the school model) may be explored.

5. Communication Plan:

Clear and timely communication is vital during a disruption.

- **Primary Communication Channels:**
    - **School Website:** For official announcements and updates.
    - **Email:** For direct communication with parents/guardians and staff.
    - **LMS Announcements:** For student-specific information and updates.
- **Communication Protocols:**
    - **Initial Notification:** In the event of a disruption, a timely initial notification will be sent via email, Beehively and posted to our website outlining the situation and the initial steps of the ICP.
    - **Regular Updates:** Frequent updates will be provided through email, Beehively and posted to our website regarding the duration of the disruption, changes to instructional delivery, and available support.
    - **Teacher Communication:** Teachers will maintain regular communication with their students and families through email, phone, text, Beehively and the schools website.

    - **Support Contact Information:** Clear contact information for school staff who can provide assistance will be prominently displayed on the school website and in communications.
- **Addressing Language Barriers:** Important communications will be provided in languages prevalent within our student population, as feasible.

6. Staff Roles and Responsibilities:

- **Executive Director:** Will submit Form J-13 A in a timely manner to request allowance of attendance due to emergency conditions.
- **Governing Board:** Will provide oversight and support for the implementation of the ICP.
- **Executive Director/School Leaders:** Will oversee the implementation of the ICP, ensure communication, and make necessary decisions.
- **Administrators:** Will support teachers, students, and families; coordinate resources; and monitor the effectiveness of the ICP.
- **Teachers/Educational Facilitators:** Will adapt instructional practices for remote delivery, maintain communication with students and families, provide feedback, and monitor student progress.
- **Support Staff (Counselors, Special Education Staff, etc.):** Will continue to provide support services remotely, as appropriate, and communicate with students and families.
- **Technology Support:** Will provide technical assistance to staff, students, and families to ensure access to online learning platforms and tools.
- **Office/Administrative Staff:** Will support communication efforts, manage inquiries, and provide administrative support as needed.

7. Technology and Infrastructure:

- **LMS Maintenance and Support:** We will ensure the reliability and functionality of our LMS and provide ongoing technical support for users.
- **Website Maintenance:** The school website will be regularly updated with important information and resources.
- **Staff Technology:** Staff will be equipped with the necessary technology and internet access to effectively deliver remote instruction and support.
- **Data Backup and Recovery:** Regular backups of critical data will be maintained to ensure data security and recovery in case of technological failures.

8. Training and Professional Development:

- **Staff Training:** Ongoing professional development will be provided to equip staff with the skills and strategies necessary for effective online instruction, communication, and student support. This will include training on our LMS, video conferencing tools, and best practices for remote learning.

- **Parent/Guardian Support:** Resources and guidance will be provided to parents/guardians to support their children's learning at home.

9. Plan Review and Revision:

This ICP will be reviewed and updated at least annually, or as needed based on experiences during disruptions, changes in technology, or new guidance from relevant authorities. The review process will involve input from staff, parents/guardians, and the Governing Board.

10. Activation of the ICP:

The decision to activate all or parts of this ICP will be made by the [Executive Director/School Leader] in consultation with the Governing Board and relevant stakeholders, based on the nature and severity of the disruption. Communication regarding the activation of the ICP will follow the protocols outlined in Section 5.

11. Deactivation of the ICP:

The decision to deactivate the ICP and return to normal operations will be made by the [Executive Director] in consultation with the Governing Board and relevant stakeholders, based on the resolution of the disruption and guidance from relevant authorities. Communication regarding the deactivation of the ICP will follow the protocols outlined in Section 5.

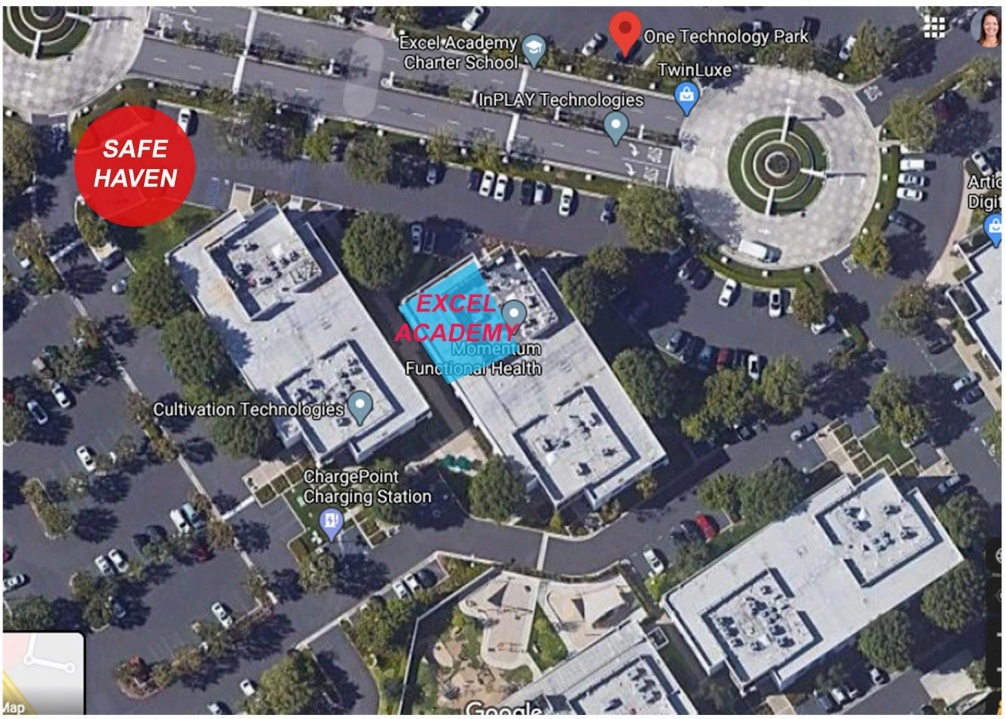
Appendices

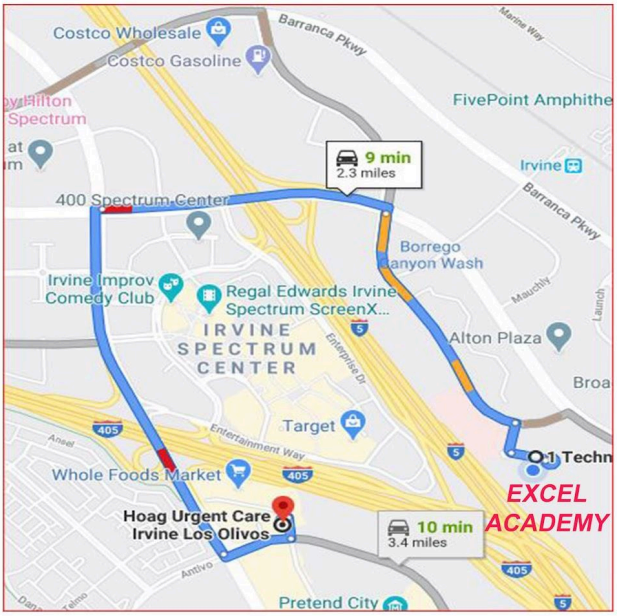
Appendix A: Irvine Executive Office Evacuation Map

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.

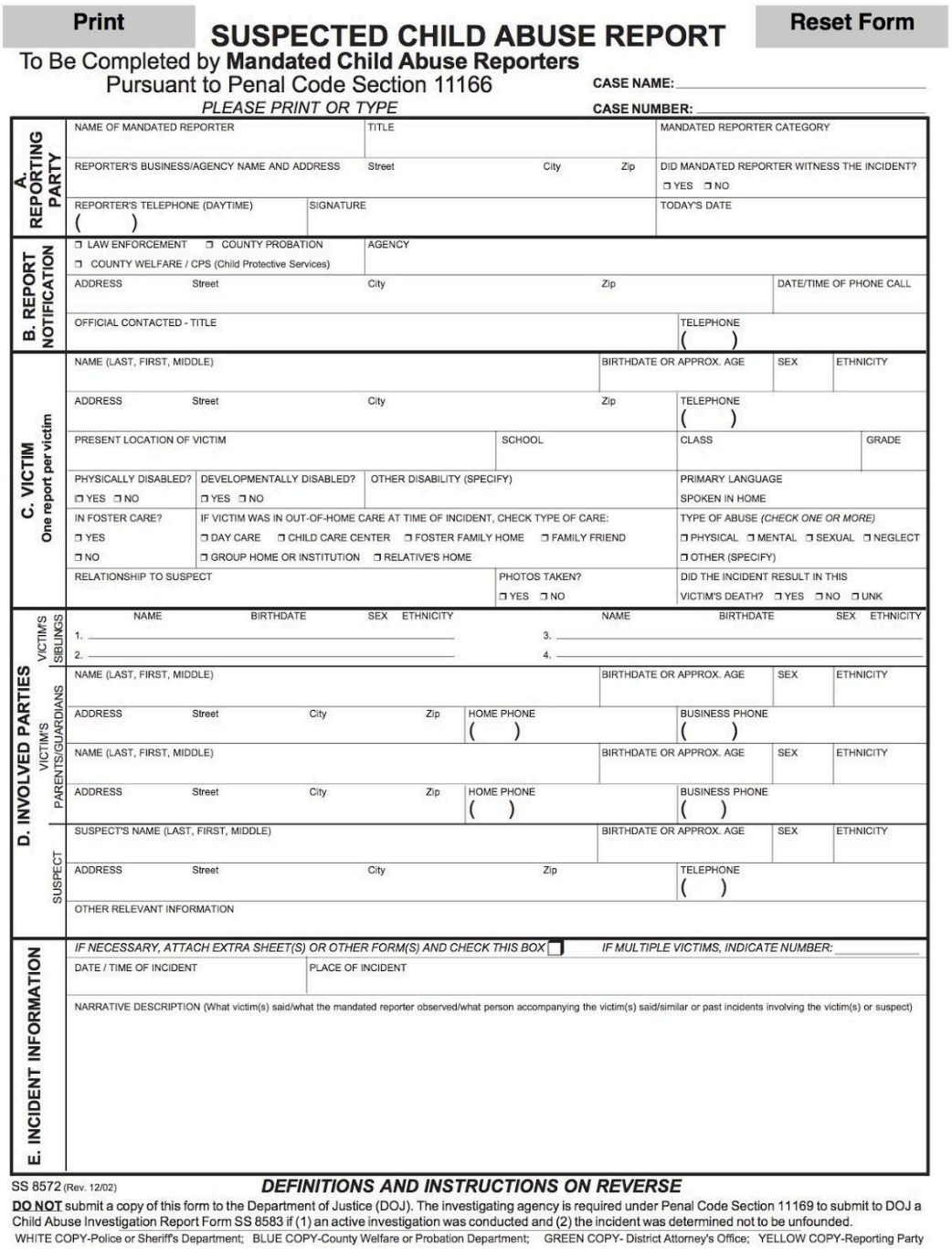
Natural Disasters:
In southern California, the most likely natural disaster is an earthquake. In the event that an earthquake occurs at the Main Office, the following actions shall be taken:

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 B: 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

PLEASE PRINT OR TYPE

CASE NAME: _____

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? ❒ YES ❒ NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

❒ LAW ENFORCEMENT ❒ COUNTY PROBATION ❒ COUNTY WELFARE / CPS (Child Protective Services)	AGENCY	
ADDRESS — Street / City / Zip		DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE		TELEPHONE ( )

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? ❒ YES ❒ NO	DEVELOPMENTALLY DISABLED? ❒ YES ❒ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME
IN FOSTER CARE? ❒ YES ❒ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ❒ DAY CARE ❒ CHILD CARE CENTER ❒ FOSTER FAMILY HOME ❒ FAMILY FRIEND ❒ GROUP HOME OR INSTITUTION ❒ RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ❒ PHYSICAL ❒ MENTAL ❒ SEXUAL ❒ NEGLECT ❒ OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ❒ YES ❒ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ❒ YES ❒ NO ❒ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS — Street / City / Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
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 ❒ *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

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Appendix C: 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 D: 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 E: Triage Guidelines

Immediate Classification
These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

After assignment to the immediate classification, the students are then further divided into two additional groups. The two subgroups are the immediate life threatened, and the potentially life threatened. Injury patterns seen in this group include:

- Head injuries with decreasing level of consciousness:
- Airway/chest injuries with associated cardiorespiratory or respiratory compromise:
- Shock associated with hemorrhage:
- Blunt or penetrating abdominal trauma;
- Life threatening fractures such as femur, pelvic, etc.
- Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.

Medical problems assigned to the immediate classification include:
- Chest pain not associated with blunt trauma:
- Suspected hypo/hyperglycemia:
- Unconscious without associated trauma:
- Obstetrical problems:
- Seizures with or without trauma:
- Hysterics requiring isolation from others:
- Hypothermia
- Hyperthermia

Delayed Classification
Anyone in this classification is considered to be a lower priority victim. Since this is a two-tiered system, the “delayed” group is a catchall for any victims other than those who are life-threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

- Serious injuries, non-life-threatening, including:
    - Fractures with distal pulse
    - Serious lacerations requiring repair
    - Third-degree burns less than 25% BSA
    - Second-degree burns of any percentage
    - Injuries to the eye
    - Spinal cord injuries

- Minor injuries requiring first aid treatment only and the non-injured. This group will be transported to an ambulatory holding or evacuation center. They do not need to tie up hospital facilities.
- The dead at the scene. These are sent to a common morgue area.
- Critically injured, seriously life-threatened, non-salvable patients.

Appendix F: 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.

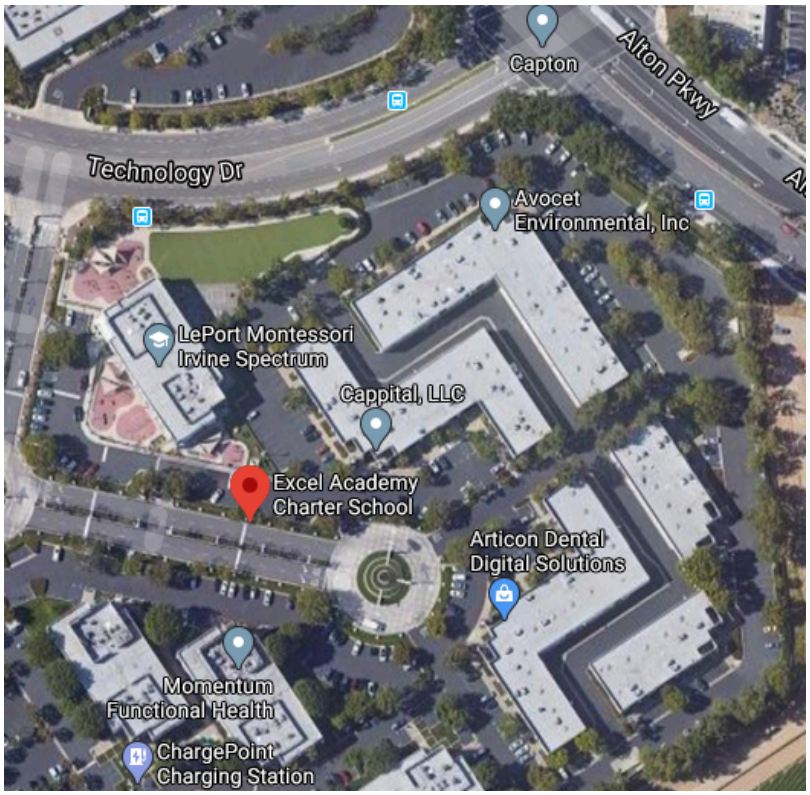
Do's

- **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.



Cal State Fullerton Irvine Center
12 min
3.2 miles
Barranca Pkwy
FivePoint Ampl
Walmart Supercenter
The Park at Irvine Spectrum
Alton Pkwy
10 min
2.8 miles
405
Technology Dr
5
Excel Academy Charter School
11 min
5.6 miles
LAGUNA ALTURA
Pretend City Children's Museum
405
5

Appendix G: Excel Academy Office Contact Information

School Year: 2025-2026

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 8am 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 H: 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 I: Incident Report

EXCEL ACADEMY
Est. 2012
A Public Charter Program
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**):	

Job Descriptions

6/12/2025

Admin	Classified	Certificated	Stipend
Virtual Education Principal	Senior Compliance Coordinator	Elementary Intervention Specialist	Operations Liaison
		Secondary Intervention Specialist	Lead ETL Virtual Teacher
		Intervention Teacher	ETL Virtual Teacher
		Virtual Art Teacher	GATE Teacher
		ETL Essentials Teacher	Lead Compliance Coordinator
		Assessment & Program Development Coordinator	
		Elementary Compliance Coordinator	
		Secondary Compliance Coordinator	
		Student Services Coordinator	

Coversheet

Consent Items - Policy Development

Section: VII. Consent
Item: D. Consent Items - Policy Development
Purpose: Vote
Submitted by:
Related Material: EACS BUS Consent - Board Policies - June (1).pdf

EXCEL ACADEMY CHARTER SCHOOLS

Agenda Item: **Date:** June 12, 2025

	Business/Financial Services
X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
X	Policy Development
	Public Hearing

Item Requires Board Action: X **Item is for Information Only:** _____

Item: Approval of existing board policies reviewed and revised by staff for the 2025-2026 school year.

Background:
In order to ensure adherence with State and federal laws, it is recommended the Board approve the following policies as presented.

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

4000 Series - Personnel Services
4125 - EA Victims of Crime Policy
- Added new requirements to this policy including:
    - Family members who are victims of crime included when providing reasonable accommodations to the employee
    - Qualifying acts of violence
    - Guidelines for employees seeking up to 12 weeks of unpaid leave under FMLA when their family member is the victim

4130 - EA Remote Work Policy
- Revised policy to include verbiage from the *External County Employment Policy*, which is being eliminated. Revisions give clearer guidelines and expectations for remote employees.

5000 Series - Student Services
5015 - EA Title IX Harassment, Intimidation, Discrimination & Bullying Policy

- Removed the word “historically” from the sentence “traits associated with race…”

5035 - EA Student Freedom of Speech and Expression Policy

- Added paragraph before “Definitions” to indicate the following expressions that are unprotected.
- Removed the word “historically” from the sentence “traits associated with race…” to align with Title IX policy.

5050 - EA Academic Integrity Policy

- Under *Process for Addressing Incidents of Inappropriate AI Usage* the Second through Fourth Incident steps were removed as the regular process for addressing Academic Dishonesty can be used.
- Updated content in the fourth bullet under “Third Incident” to say “review the consequences of being removed from the course or curricular platform” instead of “warn student that they are in jeopardy of being involuntarily withdrawn from the school.”

5060 - EA Artificial Intelligence (AI) Use Policy for Students

- Updated the policies listed under “Use of AI tools and data/content created using such tools must comply with”
- Updated content in the fourth bullet under “Fourth Incident” to say “review the consequences of being removed from the course or curricular platform” instead of “warn student that they are in jeopardy of being involuntarily withdrawn from the school.”
- Added specific BIP language for each grade band for the fourth instance of inappropriate use of AI

5075 - EA Transcripts from Non-Accredited Schools Policy

- Added “Excel Academy may accept a maximum of up to 20 credits per semester for a world language course taken in middle school/junior high for concurrent college credit if the college designates the course as year ½ and/or year ¾ and this was denoted on the student’s transcript.”

6000 Series - Instruction

6116 - EA Discipline & Involuntary Withdrawal Policy

- This policy was rewritten to include procedures and processes that align with both the General Education and Special Education practices, keeping fair and equitable disciplinary treatment for all students.

6010 - EA Independent Study Policy

- Removed detailed procedures on Attendance Intervention Meeting (AIM) as it’s detailed in policy 6116 and not necessary to detail in this specific policy.

Final Clean Versions of Revised Policies:

4125
4130
5015
5035
5050
5060
5075
6010
6116

Redline Versions of Revised Policies:

4125
4130
5015
5035
5050
5060
5075
6010
6116

REVIEWED

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

4005 - EA Salary Determination Policy
5010 - EA Educational Records and Student Information Policy
5020- EA Suicide Prevention Policy
5030 - EA Immunization Policy
5040 - EA School Network & Workspace Access Policy
5045- EA Acceptable Use Policy
5055 - EA Self-Administration of Medication Policy
5065- EA Lottery Policy
5070 - EA Transgender and Gender Nonconforming Student Nondiscrimination Policy
5085- EA Communicable Contagious or Infectious Disease Prevention
5095 - EA Retention & Acceleration Policy
5105- EA Direct Instruction and Supplemental/Administrative Support Policy
5110- EA Cell Phones & Other Electronic Signaling Devices Policy
5115- EA Pregnant and Parenting Students Policy

ELIMINATED

4135 - EA External County Employment Policy

- This policy is being eliminated as it is being combined with the Remote Work Policy in order to streamline communication around this topic.

6065 - EA Sped PIN Policy

- This policy is being eliminated as the verbiage is being combined with the overall Discipline and Involuntary Withdrawal Policy. The merging of these two policies eliminated redundancy and allows for clarity.

Coversheet

Approval of Additional Chromebooks Purchase

Section: VIII. Business/Financial Services
Item: A. Approval of Additional Chromebooks Purchase
Purpose: Vote
Submitted by:
Related Material:
Excel Academy Charter School-(420)HP Chromebook 11 G9 11.6 Touch N5100 8GB RAM 64GB e MMC #107096.pdf
Excel Academy Charter School-(280)HP Chromebook 11 G9 11.6 Touch N5100 8GB RAM 64GB e MMC #106209.pdf

BACKGROUND:

Excel Academy uses HP Chromebooks for assessments, replacing those used by students and for new and virtual students. This strategic acquisition aims to enhance students' academic performance and language proficiency. The Chromebooks provide easy access to technology, helping to close learning gaps and accelerate student progress. Additional Chromebooks are being procured to meet all students' needs and ensure a smooth testing period. The Learning Recovery Emergency Block Grant, precisely Resource number 7435, and the unrestricted general fund will fund the purchase.

RECOMMENDATION:

It is recommended that the Board of Directors approve the purchase of the 262 HP Chromebooks from Arey Jones Educational Solution. This strategic investment, which will cost $259,623, is crucial to enhancing students' academic performance and language proficiency. It is well within the budget allocated by the Learning Recovery Emergency Block Grant, making it a financially sound decision.

1055 6th Ave #101
San Diego, California 92101

(800) 998-9199

HP Chromebook 11 G9 11.6" Touchscreen Intel Celeron N5100 8GB RAM 64GB eMMC 1 Year Warranty

Description		Qty	Unit Price	Ext. Price	Tax
6J173UT#ABA	**HP Chromebook 11 G9 EE 11.6" Touchscreen Chromebook - HD - 1366 x 768 - Intel Celeron N5100 Quad-core (4 Core) 1.10 GHz - 8 GB Total RAM - 64 GB Flash Memory**	420	$330.39	$138,763.80	Y
CROS-SW-DIS-EDU	**Google Chrome Education Upgrade**	420	$30.00	$12,600.00	Y
EWRFL14	**eWaste: more than 4 inches, less than 15 inches**	420	$4.00	$1,680.00	N
4TA21AA	**Chromebook Google Enrollment Integration Services**	420	$5.50	$2,310.00	N
4TA23AA	**Chromebook Asset Tag**	420	$1.00	$420.00	N

Price Subtotal: **$155,773.80**

1055 6th Ave #101
San Diego, California 92101

(800) 998-9199

Excel Academy Charter School-(420)HP Chromebook 11 G9 11.6 Touch N5100 8GB RAM 64GB eMMC #107096

Prepared by:

Arey Jones Educational Solutions

Chris Chukwuocha
800-998-9199
chris.chukwuocha@areyjones.com

Contract:

HP NASPO 23011 – All States(sans GA) 12/1/2023-6/30/2025

HP NASPO 23011 – All States(sans GA) 12/1/2023-6/30/2025

Prepared for:

Excel Academy Charter School

,
Nicole Tanner

ntanner@excelacademy.education

Quote Information:

Quote # 107096.1

Quote Date: 05/07/2025
Expiration Date: 05/13/2025
Product Category:

Quote Summary

Description	Amount
HP Chromebook 11 G9 11.6" Touchscreen Intel Celeron N5100 8GB RAM 64GB eMMC 1 Year Warranty	$155,773.80

Non-taxable Subtotal:	**$4,410.00**
Taxable Subtotal:	**$151,363.80**
Grand Subtotal:	**$155,773.80**
Estimated Tax:	**$11,730.69**
Grand Total:	**$167,504.49**

1055 6th Ave #101
San Diego, California 92101

(800) 998-9199

HP Chromebook 11 G9 11.6" Touchscreen Intel Celeron N5100 8GB RAM 64GB eMMC 1 Year Warranty

Description		Qty	Unit Price	Ext. Price	Tax
6J173UT#ABA	**HP Chromebook 11 G9 EE 11.6" Touchscreen Chromebook - HD - 1366 x 768 - Intel Celeron N5100 Quad-core (4 Core) 1.10 GHz - 8 GB Total RAM - 64 GB Flash Memory**	280	$330.53	$92,548.40	Y
CROS-SW-DIS-EDU	**Google Chrome Education Upgrade**	280	$30.00	$8,400.00	Y
EWRFL14	**eWaste: more than 4 inches, less than 15 inches**	280	$4.00	$1,120.00	N
4TA21AA	**Chromebook Google Enrollment Integration Services**	280	$5.50	$1,540.00	N
4TA23AA	**Chromebook Asset Tag**	280	$1.00	$280.00	N

Price Subtotal: **$103,888.40**

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1055 6th Ave #101
San Diego, California 92101

(800) 998-9199

Excel Academy Charter School-(280)HP Chromebook 11 G9 11.6 Touch N5100 8GB RAM 64GB eMMC #106209

Prepared by:

Arey Jones Educational Solutions

Chris Chukwuocha
800-998-9199
chris.chukwuocha@areyjones.com

Contract:

HP NASPO 23011 – All States(sans GA) 12/1/2023-6/30/2025

HP NASPO 23011 – All States(sans GA) 12/1/2023-6/30/2025

Prepared for:

Excel Academy Charter School

,
Nicole Tanner

ntanner@excelacademy.education

Quote Information:

Quote # 106209.1

Quote Date: 04/14/2025
Expiration Date: 04/29/2025
Product Category:

Quote Summary

Description	Amount
HP Chromebook 11 G9 11.6" Touchscreen Intel Celeron N5100 8GB RAM 64GB eMMC 1 Year Warranty	$103,888.40

Non-taxable Subtotal:	**$2,940.00**
Taxable Subtotal:	**$100,948.40**
Grand Subtotal:	**$103,888.40**
Estimated Tax:	**$7,823.50**
Grand Total:	**$111,711.90**

Coversheet

Approval of MacBook Air Laptops Purchase

Section: VIII. Business/Financial Services
Item: B. Approval of MacBook Air Laptops Purchase
Purpose: Vote
Submitted by:
Related Material: MacBook Air invoice.pdf

BACKGROUND:

As the staff at Excel Academy grows, Excel is in need of purchasing more MacBook Air laptops for our staff to use as they work from home. Currently, Excel Academy is in need of thirty MacBook Air laptops.

It is recommended the Board approve the MacBook Air agreement as presented.

Invoice

Sales Order Number: AAA3792052
Invoice number: MB69448920
Customer Number: 1040393
PO Number: 2610591178

Invoice Date: 04/29/2025
Payment Due Date: 05/29/2025
Payment Terms: Net 30 Days
Amount Due: USD$ 33,950.18

Please remit payment to
Apple Inc.
P.O. Box 846095
DALLAS, TX 75284-6095
USA

Sold To
EXCEL ACADEMY CHARTER SCHOOLS
EXCEL ACADEMY CHARTER SCHOOLS
1 TECHNOLOGY DR BLDG I811
IRVINE CA 92618-5319
USA

Ship To
EXCEL ACADEMY CHARTER SCHOOLS
Anne Cesario
1 TECHNOLOGY DR BLDG I811
IRVINE CA 92618-5319
USA

Item Article	Product Number	Product Description	Total Ordered	Total Shipped	Unit Price	Extended Price
000010	MW0W3LL/A	MBA 13 SLV/8C GPU/16GB/256GB-USA	30	30	$ 899.00	$ 26,970.00
		Recycle Fee		30	$ 4.00	$ 120.00
000020	SLTF2LL/A	AC+ SCHOOLS 13-INCH MBA(M3) NSF 3 YR-PHX Web Order Number : 2112107601	30	30	$ 159.00	$ 4,770.00

Questions
Call or email EducationSupport@apple.com

Special Instructions

Terms and Conditions
This order is subject to the terms of your Apple Direct Customer Agreement or other purchase agreement with Apple.

Subtotal	$ 31,860.00
Tax	$ 2,090.18
Shipping	$0.00
Total Amount Due:	**USD$ 33,950.18**

Invoice

Sales Order Number: AAA3792052
Invoice number: MB69448920
Customer Number: 1040393
PO Number: 2610591178

Invoice Date: 04/29/2025
Payment Due Date: 05/29/2025
Payment Terms: Net 30 Days
Amount Due: USD$ 33,950.18

Please remit payment to
Apple Inc.
P.O. Box 846095
DALLAS, TX 75284-6095
USA

Sold To
EXCEL ACADEMY CHARTER SCHOOLS
EXCEL ACADEMY CHARTER SCHOOLS
1 TECHNOLOGY DR BLDG I811
IRVINE CA 92618-5319
USA

Ship To
EXCEL ACADEMY CHARTER SCHOOLS
Anne Cesario
1 TECHNOLOGY DR BLDG I811
IRVINE CA 92618-5319
USA

Item Article	Product Number	Product Description	Total Ordered	Total Shipped	Unit Price	Extended Price

Serial Numbers for Item 000010

C4M195H9LC	C6V74LV4TR	C7W14KNX7C	CFYCH4KWQ0	D23QXGTC49
D4NX4R1W7T	D54F0YQG6K	D9CXQ9KWFD	DJJ17LV71H	DP601FPWFR
FLV7N59QQC	FW0KQ637C9	G363WL3HFH	G3YXV4XKFH	GWHNGK46TN
GY49W0V9R3	GY71CCWP99	H27Q32VJML	HGTC6YW955	HYCT4XJYM0
J57CQPYKFK	J7VHJ0C327	JVG7D413CJ	KFQNDXH4TY	KJPWX6KQD9
LJFG63JDXK	LKX94R9N9X	M2GYJC34Q4	M4GC7KGTX1	MY76X9QG9J

Coversheet

Approval of the Stampli Contract (Renewal)

Section: VIII. Business/Financial Services
Item: C. Approval of the Stampli Contract (Renewal)
Purpose: Vote
Submitted by:
Related Material: Excel Academy 2025 Pricing Proposal.pdf

BACKGROUND:

Stampli is a cloud-based accounts payable automation platform designed to streamline invoice management. It uses artificial intelligence (AI) and machine learning (ML) to automate invoice processing, coding, and approvals, increasing efficiency and reducing manual workload.

Stampli allows users to receive, process, and approve invoices in a centralized location. Its AI-powered system can automatically extract invoice data, such as vendor information and line item details, and assign the appropriate general ledger codes for faster and more accurate processing. The system also allows for accessible communication and collaboration between departments involved in the invoice approval process and provides a complete audit trail for tracking purposes.

Stampli integrates with various accounting software, such as QuickBooks, NetSuite, and Sage Intacct, seamlessly transferring invoice and payment data. It also offers mobile access, enabling users to manage invoices.

STAMPLI

Pricing Proposal

Excel Academy
April 9th, 2025

Pricing

All Plans Include

Implementation

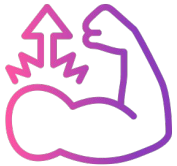
Fast, Easy Setup & Configuration

Work with dedicated Customer Success expert to set up Stampli based on your processes.

Training

Fast Adoption by Users

Stampli makes it easy for all users. Training is based on user roles (e.g., AP users, approvers) and offered as needed.



Customer Success

Dedicated to Your Success

Rely on a Customer Success team with expertise in product, AP best practices, and direct accounting experience.

AP Automation

AP Automation Monthly Pricing	$2317
Platform Fee	$1,770
Intacct Connector Fee	$547
BASIC USERS	Unlimited*
ADVANCED USERS	15*
INVOICE CREDITS	1700**

**Additional Invoices $1.00 each
*Additional Advanced Users $25 per

Stampli Pricing

Stampli Direct Pay

	Monthly Pricing
Direct Pay Extension	**$250**
ACH PAYMENTS An electronic bank-to-bank money transfer processed thru the Automated Clearing House Network, so your vendors see you as the payer.	$0.55 each**
CHECK PAYMENTS Physical paper checks are printed directly from your bank account, then mailed directly to your vendor.	$1.55 each*

*Different rates applied for expedited check payments
**Additional fees for ACH returns and chargebacks

Pricing

AP Automation & Direct Pay

Monthly Subscription	$2567
AP Automation	$2317
Direct Pay Extension	$250
Transactional Fees	
ACH Payments	$0.55 each**
Check Payments	$1.55 each*

*Different rates applied for expedited check payments
**Additional fees for ACH returns and chargebacks

STAMPLI

Thank You

Coversheet

Approval of 2025-26 Consolidated Application and Reporting System (CARS)

Section: VIII. Business/Financial Services
Item: D. Approval of 2025-26 Consolidated Application and Reporting System (CARS)
Purpose: Vote
Submitted by:

BACKGROUND:

Excel Academy Charter School (EACS) submits the Consolidated Application to the California Department of Education (CDE) under the Consolidated Reporting System (CARS). There are two data collections for Consolidated Application each year (winter and spring). The Consolidated Application Spring Data collection is from May 1 through June 30. Data collected in this report includes EACS 2025-26 Application for Funding for Title I, Title II, Title III, and Title IV, Certification of Assurances, Protected Prayer Certification, and LCAP Federal Addendum Certification.

RECOMMENDATION:

It is recommended the Board of Directors approve the 2025-26 Consolidated Application and Reporting System (CARS) for Excel Academy Charter School, Helendale (2073), Warner (2053).

Coversheet

Approval of the Proposition 28 Arts & Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-2025

Section: VIII. Business/Financial Services
Item: E. Approval of the Proposition 28 Arts & Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-2025
Purpose: Vote
Submitted by:
Related Material: AnnualCertification (1).pdf
AnnualCertification.pdf

BACKGROUND:

Proposition 28, the Arts and Music in Schools Funding Guarantee and Accountability Act, requires Local Educational Agencies (LEAs) to annually certify compliance with program requirements, including the appropriate use of funds to support arts and music education.

As part of the annual compliance process, the school is required to submit a certification confirming that Proposition 28 funds have been or will be used in accordance with the program's requirements. This includes ensuring that funds are allocated to support arts instruction, hiring of credentialed teachers, and related expenditures as defined by the statute.

The certification has been submitted to the California Department of Education (CDE) and retained for audit purposes.

Proposition 28: Arts and Music in Schools Funding Annual Certification Requirements

Name: Excel Academy Charter
CDS Code: 3775416-0139386
Charter School Number: 2053
Allocation Year: 2024-25

As a condition of receipt of funds pursuant to Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code (EC) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

☑ **By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.**

Submission Date 6/5/2025 2:02:28 PM

Proposition 28: Arts and Music in Schools Funding Annual Certification Requirements

Name: Excel Academy Charter
CDS Code: 3667736-0139576
Charter School Number: 2073
Allocation Year: 2024-25

As a condition of receipt of funds pursuant to Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code (EC) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

☑ **By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.**

Submission Date 6/5/2025 1:59:53 PM

Coversheet

Approval of SecureSpace Storage Unit

Section: VIII. Business/Financial Services
Item: F. Approval of SecureSpace Storage Unit
Purpose: Vote
Submitted by:
Related Material: SecureSpaceRentalAgreement_Lauren_Hansen.pdf

BACKGROUND:

Due to the growth of the school, Excel Academy has expanded its community offerings, resulting in the acquisition of materials and supplies that are used annually. This storage space will allow Excel's community team to store miscellaneous event supplies to be used annually without requiring Excel's office space to be used, or for Teachers to store things in their own homes.

Electronic Record of Contracts

This document was generated as a record of certain contracts created, accepted and stored electronically.

Summary of Contracts

This document contains the following contracts.

Title	Version	ID
Discount Half Off Addendum	2.0	6647a4e9cc860fd27f5504b4
Automatic Payment Authorization	4.0	6647ac93d983c550b52b14ed
Business Addendum	3.1	67cb1d674b3a50f430894dd4
Lease Agreement - CA	7.1	67eefe8cb8bd1c1f5bd64478
Tenant Protection Plan Addendum	4.1	6806674abf7844af46de3ef5

Discount Half Off Addendum

v2.0 | 6647a4e9cc860fd27f5504b4

Contract details:

Title	Version	ID
Discount Half Off Addendum	2.0	6647a4e9cc860fd27f5504b4

Contract accepted by:

lhansen@excelacademy.education

Signer ID: lhansen@excelacademy.education
Email: lhansen@excelacademy.education

Date / Time: May 27, 2025 at 5:42 PM GMT
IP Address: 76.14.22.55
User Agent: Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/136.0.0.0 Safari/537.36

SecureSpace Self Storage Brea
2700 E Imperial Hwy

Brea, CA 92821

brea@securespace.com

(714) 844-1886

Rent Discount

Addendum to Self Storage Rental Agreement

Occupant/Tenant: Lauren Hansen **Space/Unit No.:** 3423 **Date: 06/01/2025**

Occupant/Tenant understands and agrees that this Addendum is made part of the Rental Agreement dated 06/01/2025. **Occupant/Tenant agrees to be bound to the terms and conditions of this Addendum, as well as all terms and conditions of the Rental Agreement.**

This **Rent Discount Addendum** is made and entered into as of the date set forth above.

It is agreed that the standard rental rate on the above stated storage space is $160.00 per month.

Occupant/Tenant acknowledges that as a promotional rental rate for new customers, Owner is offering, on a temporary basis, a discount of 50% off the normal rental rate, which is $80. Occupant/Tenant will receive this discount from 06/01/2025 until 07/31/2025 (the “Discount Period”). On 08/01/2025, Occupant/Tenant’s rental rate will return to the standard rate of $160.00.

Occupant/Tenant also agrees that, at any time during the Discount Period, should Occupant/Tenant fall into default of the Rental Agreement or terminate the Rental Agreement, the rent discount shall terminate immediately and Occupant/Tenant will be required to pay to Owner the difference in rent to account for full payment of the standard rental rate for any and all months rented.

OCCUPANT/TENANT: X Lauren Hansen Electronically signed on: 2025-05-27 10:42:44 AM PDT

OWNER: X Randy Hillman **DATE**: 2025-05-27 10:42:44 AM PDT

securespace.com

Automatic Payment Authorization

v4.0 | 6647ac93d983c550b52b14ed

Contract details:

Title	Version	ID
Automatic Payment Authorization	4.0	6647ac93d983c550b52b14ed

Contract accepted by:

lhansen@excelacademy.education

Signer ID: lhansen@excelacademy.education
Email: lhansen@excelacademy.education

Date / Time: May 27, 2025 at 5:42 PM GMT
IP Address: 76.14.22.55
User Agent: Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/136.0.0.0 Safari/537.36

SecureSpace Self Storage Brea

2700 E Imperial Hwy

Brea , CA 92821

brea@securespace.com

(714) 844-1886

AUTOMATIC PAYMENT AUTHORIZATION

SecureSpace Management LLC as agent for the Facility's Owner 2700 E Imperial Hwy LLC d.b.a. SecureSpace Self Storage Brea ("OWNER") is now offering an automatic payment option. With this option, your monthly payment will automatically be withdrawn from the credit card account used to make your payment today.

Required Information

Space/Unit No: 3423

Occupant/Tenant: Lauren Hansen

Last 4 Digits of Credit Card #: *4620

[Please note that you are signing up for automatic payments with the credit card you used to make this online rental on the date noted below.]

Card Type: Expiration Date: 04/2028

Billing Address: 1 Technology Dr

City: Irvine

State: CA **Zip Code:** 92618

*on the 1st of each month for monthly charges related to Unit #*3423 .

I hereby authorize the OWNER to charge the above referenced account automatically each month, and to apply said charge towards the payment of my monthly rent for the unit number stated above.

OCCUPANT/TENANT further agrees to the following:

1. This Addendum is made a part of the Rental Agreement for the Space/Unit indicated above. If OCCUPANT/TENANT fails to perform any of the obligations in this Addendum, OCCUPANT/TENANT will be in default under the Rental Agreement and is subject to all fees and charges described therein.
2. The OCCUPANT/TENANT is authorizing the same credit card used to make the online rental payment on 05/27/2025 related to the signed Rental Agreement for the Space/Unit indicated above.
3. If the OWNER is unable to process a charge for any reason, OCCUPANT/TENANT is still responsible for making an alternate arrangement for timely payment.
4. Upon written notice, this payment option may be terminated at any time by OCCUPANT/TENANT or OWNER. OCCUPANT/TENANT must notify OWNER when the expiration date on the credit/debit card changes to continue this service.
5. The amount specified above is the current lease rate. Should rates increase, OWNER is authorized to charge the new unit rate.
6. I have the full right and authority to execute this Agreement to bind the OCCUPANT/TENANT if the

OCCUPANT/TENANT is a business.

7. OCCUPANT/TENANT must notify OWNER 10 days before due date to request cancellation of the above agreement. OCCUPANT/TENANT must verify that credit card is not charged after the cancellation date. If a charge appears on OCCUPANT/TENANT'S bank/credit card statement, please contact the OWNER and the credit card issuer immediately.

By signing this authorization, I acknowledge that I have read and agree to all of the above information and warrant that all information given is true and correct.

OCCUPANT/TENANT: X Lauren Hansen Electronically signed on: 2025-05-27 10:42:44 AM PDT

securespace.com

Business Addendum

v3.1 | 67cb1d674b3a50f430894dd4

Contract details:

Title	Version	ID
Business Addendum	3.1	67cb1d674b3a50f430894dd4

Contract accepted by:

lhansen@excelacademy.education

Signer ID: lhansen@excelacademy.education
Email: lhansen@excelacademy.education

Date / Time: May 27, 2025 at 5:42 PM GMT
IP Address: 76.14.22.55
User Agent: Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/136.0.0.0 Safari/537.36

SecureSpace Self Storage Brea

2700 E Imperial Hwy

Brea, CA 92821

brea@securespace.com

(714) 844-1886

ADDENDUM TO RENTAL AGREEMENT FOR BUSINESS TENANTS

COMPANY (legal name of the business): Excel Academy Charter School
Space/Unit No.: 3423

Lauren Hansen , is an agent of the COMPANY (defined above) and has the authority to enter into and to execute a Rental Agreement for the purpose of leasing a storage unit at **SecureSpace Self Storage Brea** located at **2700 E Imperial Hwy, Brea, CA 92821** on behalf of the COMPANY.

The COMPANY hereby agrees to the terms and conditions of the Rental Agreement dated 06/01/2025. This Addendum is made a part of the COMPANY's Rental Agreement and is incorporated therein by reference.

By *(must be signed by an officer of the Company)*:

TITLE: Senior Communications Coordinator

Email Address: lhansen@excelacademy.education

Business Address 1: 1 Technology Dr

Business Address 2: Ste I-811

City: Irvine

State: CA **Zip Code:** 92618

EIN (Tax ID No.): 47-4121751

Please describe the nature of your business (optional): Charter School

OCCUPANT/TENANT: X Lauren Hansen Electronically signed on: 2025-05-27 10:42:44 AM PDT

securespace.com

Lease Agreement - CA

v7.1 | 67eefe8cb8bd1c1f5bd64478

Contract details:

Title	Version	ID
Lease Agreement - CA	7.1	67eefe8cb8bd1c1f5bd64478

Contract accepted by:

lhansen@excelacademy.education

Signer ID: lhansen@excelacademy.education
Email: lhansen@excelacademy.education

Date / Time: May 27, 2025 at 5:42 PM GMT
IP Address: 76.14.22.55
User Agent: Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/136.0.0.0 Safari/537.36

CALIFORNIA RENTAL AGREEMENT

SecureSpace Self Storage Brea

2700 E Imperial Hwy

Brea , CA , 92821

brea@securespace.com

(714) 844-1886

Effective Date: 06/01/2025

OCCUPANT INFORMATION:

Occupant: Lauren Hansen

Company Name: Excel Academy Charter School

Address 1: 1 Technology Dr

Address 2: Ste I-811

City: Irvine **State:** CA **Zip Code:** 92618

Mobile Phone: (949) 774-0243 **Home Phone:**

E-Mail: lhansen@excelacademy.education

ELECTRONIC SIGNATURE: Occupant agrees that any reference in this Agreement to a writing or written form may be fulfilled through an electronic record, including an electronic signature, which shall have the same legal force, effect and enforceability as if it was made in a non-electronic form. If not signed with an original signature below and electronic signature is used, Occupant understands and agrees that Occupant is consenting to be legally bound by the terms and conditions of this Agreement as if Occupant signed this agreement in writing. Occupant agrees that no certification authority or other third-party verification is necessary to validate their e-signature and that the lack of such certification or third-party verification will not in any way affect the enforceability of the e-signature or any resulting agreement between Occupant and Owner.

Occupant Signature: Lauren Hansen

Electronically signed on: 2025-05-27 10:42:44 AM PDT

Email: Lien Notices may be sent to the Occupant and to the Alternate Contact by electronic mail. Occupant agrees that Owner shall use the Email Address provided above to send all correspondences and written notices, including pre-lien and lien notices, to Occupant, unless another method of delivery is

required by state law. Please note that Occupant must provide written notice to Owner of any change in the Information provided above in accordance with the terms of this Rental Agreement. Written notices, including preliminary lien and lien notices, may also be sent to the E-Mail Address of the Alternate Contact listed below.

Occupant Signature: Lauren Hansen
Electronically signed on: 2025-05-27 10:42:44 AM PDT

Are you 18 years of age or over? YES

[*OCCUPANT must be 18 years of age or over to enter into the Rental Agreement.*]

DOB: 06/18/93 **ID Issuing State/Country:** OR

Government Issued ID Number: E026901

ID Expiration Date: 06/18/32

ALTERNATE CONTACT INFORMATION: Occupant may provide the name and address of another person to whom preliminary lien notices and subsequent notices required by law may be sent:

Alternate Contact: Lauren Hansen

Alternate Contact E-Mail:

Alternate Contact Phone No:

Alternate Contact Address 1:

Alternate Contact Address 2:

Alternate Contact City: Irvine

Alternate Contact State and Zip:

Occupant has reviewed the "OCCUPANT INFORMATION" section above and confirms that the information is true, accurate and correct.

X Lauren Hansen Electronically signed on: 2025-05-27 10:42:44 AM PDT

ADDENDA SECTION:

Are you or your spouse a member of the uniformed services as that term is defined in 10 U.S.C. § 101(a)(5)? NO

[*Refer to Paragraph 32 of the Rental Agreement below. If yes, Military Addendum required.*]

Are you a Business? *[If yes, Business Addendum is required.*] YES

STORAGE CONTENTS:

Indicate what you will be storing:

X Household Goods/Furniture

TV/Entertainment Equipment

Tools/Appliances

X Office Furniture/Equipment

Office Documents/Sales Samples

Construction/Landscaping Equipment

Vehicle/Boat/Trailer

X Other Decor and supplies

OCCUPANT'S ESTIMATED VALUE OF CONTENTS IN SPACE/UNIT: **$5,000.00**

Paper Invoices: Would you like a paper invoice sent to you monthly for $3.00/month? Yes X No

[If yes, I acknowledge that I will be charged an additional fee of $3.00/month for a monthly invoice to be sent to me.]

Tenant is required to disclose any lienholders or secured parties who have an interest in the property that is or will be stored in the self-service storage facility. Are there any lienholders or secured parties who have an interest in the property that is or will be stored in the self-service facility?

X No

Yes [If "Yes" is selected, Lien Addendum is required.]

You are required to provide SecureSpace Self Storage Brea with information regarding any lienholders of any property stored in the unit/space at any time. Please come to the office in person to add any additional lienholders or make any changes to this information.

Occupant has reviewed the "ADDENDA SECTION" above and confirms that the information is true, accurate and correct.

X Lauren Hansen Electronically signed on: 2025-05-27 10:42:44 AM PDT

SPACE, RENT, FEES, & CHARGES:

Space/Unit No: 3423

Approximate Size: 10.0000ft x 10.0000ft (100.0000 sq ft)

Monthly Rate: $ 160.00

PAYMENT DUE ON THE FIRST OF EVERY MONTH ("Due Date")

FEES:

Administration Fee (one time): $29.00

Late Fees: (10 days past due): $10.00 if monthly rent is $60.00 or less; $15.00 if the monthly rent is greater than $60.00 but less than $100.00; or $20.00 or 15% of the monthly rent, whichever is greater, if the monthly rent is $100.00 or more

Pre-Foreclosure Fee: $150.00 *[If rent is not paid by the 35th day past due]*

NSF or Credit Card Dispute: $25.00

Transfer Fee: $10.00 [if Occupant moves to a different storage space/unit in this Facility]

Cleaning/Trash Fee (if not in "broom clean" condition): starting at $100.00

Unreturned Temporary Lock Fee: $20.00 (if invoices requested)

Monthly Invoice Fee: $3.00 (if invoices requested)

This Rental Agreement ("AGREEMENT") as dated above is by and between SecureSpace Management LLC as agent for the Facility's Owner 2700 E Imperial Hwy LLC d.b.a. SecureSpace Self Storage Brea ("OWNER"), and Occupant listed above ("OCCUPANT"). Owner does hereby lease to Occupant and Occupant hereby leases from Owner the storage space named above ("SPACE") located at the storage facility ("FACILITY") listed at the top of this Agreement for the Occupant to store Occupant's goods. Owner hereby leases the Space to Occupant upon the terms and conditions in this Agreement.

THESE FACILITIES ARE OPERATED IN ACCORDANCE WITH THE CALIFORNIA SELF-SERVICE STORAGE FACILITY ACT. NOTICE OF LIEN: PURSUANT TO THE CALIFORNIA SELF-SERVICE STORAGE FACILITY ACT, THE OCCUPANT'S PROPERTY WILL BE SUBJECT TO A CLAIM OF LIEN AND MAY EVEN BE SOLD TO SATISFY THE LIEN IF THE RENT OR OTHER CHARGES DUE REMAIN UNPAID FOR FOURTEEN (14) CONSECUTIVE DAYS AND THESE ACTIONS ARE AUTHORIZED BY THE CALIFORNIA SELF-SERVICE FACILITY ACT.

NOW, THEREFORE, for good and valuable consideration (the receipt and sufficiency of which are acknowledged), Owner and Occupant agree as follows:

1. **TERM:** The term of this tenancy shall commence on the date that is executed, and shall continue thereafter on a month-to-month basis until terminated. The minimum term shall be one month. We will not pro-rate

partial month's rent upon move out. Owner is not providing any services to Occupant pursuant to this Agreement other than renting the Space to the Occupant.

2. **RENT:** The monthly rent for the storage Space is the amount stated above, payable in advance without demand on or before the first of each and every month to Owner or Owner's designated agent. Owner, at Owner's sole discretion, may require that rent be paid in credit card, cash, certified check, or money order. The monthly rental rate may be changed by Owner by giving thirty (30) days' advanced written notice to Occupant. The new rent shall go into effect upon the next Due Date or date indicated. If Occupant has made advance payments, the new Rent will become effective at the end of their pre-paid period. No bills or statements will be sent to the Occupant stating when the monthly rent is due. Monthly rent is due on the first day of each month. **NO PARTIAL PAYMENTS** will be accepted. The Occupant agrees and understands that partial payments made to cure a default for nonpayment of rent will not delay or stop foreclosure and sale of Occupant's personal property ("Property"). The tender of partial payments shall not serve to waive or avoid the legal effect of prior notices given to Occupant. Only full payment by credit card, cash, certified check, or money order on the Occupant's account prior to the published auction date will stop a scheduled sale of the Property. No personal or company checks will be accepted for past due payments and no international or "starter" checks will be accepted as payment at any time. There are no prorated rent refunds in the event the Space is vacated prior to the rent paid thru date. Occupant's failure to vacate the premises or remove their lock on the last day of the month automatically renews this Agreement for ONE (1) Month. All rental agreements expire on the last day of each month.
3. **FEES AND CHARGES:** Occupant agrees to pay the indicated non-refundable Administrative Fee. Rent paid more than ten (10) days late, or rent checks that are dishonored (including credit card disputes), cause Owner to incur damages which are extremely difficult to measure, and because of this, Occupant agrees to pay to Owner, as additional rent, the Late Fee stated above for each late payment, and the NSF or Credit Card Dispute Fee stated above, plus all bank charges for each such dishonored check or credit card dispute. Owner may charge a Late Fee for each month Occupant fails to pay the monthly rent by the 10th day after the Due Date. In addition, in the event the monthly rent is 35 days past due, Occupant agrees to pay Owner the Pre-Foreclosure Fee stated above. Occupant also agrees to pay Owner all collection and lien processing costs Owner may incur. Other fees charged to Occupant may be contained in Addendums to this Agreement. All service charges, administrative fees, default notice fees, late fees, court costs and attorneys' fees together with all other fees and charges set forth in this Agreement incurred by Owner in connection with the enforcement of the Agreement shall be deemed "additional rent" payable by Occupant to Owner as provided in the Agreement.
   Credit card is Owner's preferred method of receiving payment. If credit card information is provided by Occupant to Owner, Occupant authorizes Owner to charge Customer's credit card on or near the Monthly Due Date for Monthly Rental Charges, taxes, Tenant Protection Plan, and other fees as applicable unless otherwise directed by Occupant. It shall be Occupant's sole responsibility to provide Owner with accurate, current and working credit card information. The failure to provide such may result in non-payment of Monthly Rental Charges and other accrued charges, allowing Owner to sell Occupant's personal property pursuant to Section 5 below. Occupant may manage payment options at www.securespace.com using the pay your bill or in person at the Facility's office.

   Customer Initials: LH
   Electronically signed on: 2025-05-27 10:42:44 AM PDT

4. **DEFAULT BY OCCUPANT/DENIAL OF ACCESS:** Occupant shall be in default under this Agreement (each, a "Default") if Occupant: Fails to pay Rent or any other amount due under this Agreement; Fails to

perform or comply with any obligation of Occupant under this Agreement other than the payment of money after written notice from Owner specifying the alleged default in reasonable detail and demanding its cure; or any other default described in this Agreement. **When rent or other charges remain unpaid and Occupant is in default, Owner may, as provided by law, deny Occupant access to the property in the Space and at the Facility until the total amount past due is paid in full.** Additionally, if Occupant is renting more than one space at the property at any given time, default on one rented space shall entitle Owner to deny Occupant access TO ALL RENTED SPACES. Occupant's access to the stored property may also be conditioned in any manner deemed reasonably necessary by Owner to maintain order on the Facility. Such measures may include, but are not limited to, restricting hours of operation, requiring verification of Occupant's identity, inspecting Vehicles that enter the Facility, and controlling Occupant's access to and on the Facility due to Occupant's conduct. Neither Owner nor any of its respective agents, employees or affiliates shall in any event be liable for any damages or injury caused by Occupant's inability to move between floors or to gain access to, or exit from the Space or the Facility, whether because of mechanical or other electrical failure of the elevators, automatic access doors or electronic entry devices, or for any other reason. No bailment or higher level of liability is created if Owner takes any action, including, but not limited to over-locking the Occupant's lock, to deny the Occupant access to the Space. Access will be denied to any party other than the Occupant who does not retain gate code and key to lock on Space or has not supplied Owner with written authorization from the Occupant to enter the Space. Otherwise, only a court order will be sufficient to permit access by others. If Owner terminates this Agreement as provided for herein, Owner has the right to deny vehicle access entry to the Facility during the termination period and control Occupant's access on the Facility, including, but not limited to, requiring Occupant to be escorted by Owner's agents or employees while at the Facility.

5. **OWNER'S LIEN RIGHTS: PURSUANT TO THE CALIFORNIA SELF-SERVICE FACILITY ACT, CHAPTER 10 (COMMENCING WITH SECTION 21700) OF THE CA BUSINESS & PROFESSIONS CODE, THE OWNER OF A SELF-SERVICE STORAGE FACILITY AND HIS OR HER HEIRS, EXECUTORS, ADMINISTRATORS, SUCCESSORS, AND ASSIGNS HAVE A LIEN UPON ALL PERSONAL PROPERTY LOCATED AT A SELF-SERVICE STORAGE FACILITY FOR RENT, LABOR, LATE PAYMENT FEES, OR OTHER CHARGES, PRESENT OR FUTURE, INCURRED PURSUANT TO THE RENTAL AGREEMENT AND FOR EXPENSES NECESSARY FOR THE PRESERVATION, SALE, OR DISPOSITION OF PERSONAL PROPERTY SUBJECT TO THE PROVISIONS OF THE CALIFORNIA SELF-SERVICE FACILITY ACT. THE OCCUPANT'S PROPERTY WILL BE SUBJECT TO A CLAIM OF LIEN AND MAY EVEN BE SOLD TO SATISFY THE LIEN IF THE RENT OR OTHER CHARGES DUE REMAIN UNPAID FOR FOURTEEN (14) CONSECUTIVE DAYS AND THESE ACTIONS ARE AUTHORIZED BY THE CALIFORNIA SELF-SERVICE FACILITY ACT. THIS LIEN COVERS ANY PERSONAL PROPERTY WHICH THE OCCUPANT STORES IN THE SPACE, EVEN IF IT IS OWNED BY SOMEONE ELSE. OWNER SHALL NOT BE LIABLE TO OCCUPANT OR ANY THIRD PARTY FOR THE REMOVAL OR SALE OF PERSONAL PROPERTY WHICH IS NOT THE PROPERTY OF THE OCCUPANT OR UPON WHICH A PRIOR LIEN HAS ATTACHED, UNLESS NOTICE SHALL HAVE BEEN GIVEN TO THE OWNER BY THE OCCUPANT THAT THE PROPERTY PLACED IN THE SPACE WAS NOT THAT OF THE OCCUPANT. PRIOR TO PLACING ANY PERSONAL PROPERTY IN THE SPACE WHICH IS NOT THE PROPERTY OF THE OCCUPANT OR UPON WHICH A PRIOR LIEN IS ATTACHED, THE OCCUPANT IS REQUIRED TO NOTIFY THE OWNER, IN WRITING, OF THE NATURE OF AND IDENTIFY ANY SUCH PROPERTY PLACED IN THE LEASED SPACE AND NAME, ADDRESS, PHONE, AND E-MAIL OF LIEN HOLDER. OWNER'S LIABILITY ARISING FROM THE SALE OF**

PERSONAL PROPERTY UNDER THIS SECTION IS LIMITED TO THE NET PROCEEDS RECEIVED FROM THE SALE OF THAT PROPERTY. THE OWNER SHALL NOT BE LIABLE FOR IDENTITY THEFT OR OTHER HARM RESULTING FROM THE MISUSE OF INFORMATION CONTAINED IN DOCUMENTS OR ELECTRONIC STORAGE MEDIA THAT ARE A PART OF THE OCCUPANTOCCUPANT'S PROPERTY SOLD OR OTHERWISE DISPOSED OF AND OF WHICH THE OWNER DID NOT HAVE ACTUAL KNOWLEDGE. IF A MOTOR VEHICLE, WATERCRAFT, OR TRAILER IS TOWED, THE OWNER IS NOT LIABLE FOR THE PROPERTY OR DAMAGE TO THE PROPERTY OR ANY DAMAGES TO THE MOTOR VEHICLE OR WATERCRAFT ONCE THE TOWER TAKES POSSESSION OF THE PROPERTY. At any time before the sale under this section, Occupant may pay the amount necessary to satisfy the lien and redeem Occupant's personal property. Any payments made to satisfy the lien must be for the full amount owed to Owner and may only be in the form of cash or money order. Owner reserves the right to utilize on-line auction services to manage the sale of Occupant's property as a result of Occupant's default and the foreclosure of Owner's lien. Occupant consents to the use of on-line auction services.

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6. **USE AND OCCUPANCY:** Owner is not engaged in the business of storing goods for hire and no bailment is created under this Agreement. This Agreement is strictly a self-storage rental agreement. Occupant agrees to use the storage Space only for the storage of property wholly owned by Occupant and that no other party has any interest in the Property, except for the lien of Owner under this Agreement. Occupant shall provide Owner with reasonable written evidence of ownership of all property to be stored in the Space prior to storage. Owner exercises neither care, custody, nor control over Occupant's stored property. The Occupant agrees that the Facility and the Occupant's Property will not be used for any unlawful purposes or contrary to any law, ordinance, regulation, fire code or health code and the Occupant agrees not to commit waste, nor to create a nuisance, nor alter, nor affix signs on the Space or anywhere on the Facility, and will keep the Space and the Facility in good condition during the term of this Agreement. **The Occupant agrees that the Space is not appropriate for the storage of jewels, furs, heirlooms, art works, collectibles or other irreplaceable items having special sentimental or emotional value to the Occupant and Occupant agrees not to store said items. The Occupant hereby waives any claim for sentimental or emotional value for the Occupant's Property that is stored in the Space or on the Facility.** There shall be **NO HABITABLE OCCUPANCY** of the Space by humans or pets of any kind for any period whatsoever and violation of these prohibitions shall be grounds for immediate termination of this Agreement. Occupant shall not loiter at the Facility, spend excessive or unnecessary time in or around the Space, or interfere with the use of the Facility by other Occupants. Any access to the Facility outside of access hours is considered trespassing. The storage of food or any perishable goods as well as any cooking or heating in the Space is strictly prohibited. The Occupant will indemnify and hold the Owner harmless from and against any and all manner of claims for damages or lost Property or personal injury and costs, including attorneys' fees arising from the Occupant's lease of the Space on the Facility or from any activity, work or thing done, permitted or suffered by the Occupant in the Space or on or about the Facility. Violation of any use provisions shall be grounds for immediate termination of this Agreement. Unless otherwise agreed to in writing with Owner, Occupant agrees not to conduct any business out of the Space and further agrees that the Space is not to be used for any type of work shop, for any type of repairs, or for any sales, renovations, decoration, painting, or other contracting. Occupant shall not store lithium batteries, or any devices which charge lithium

batteries, in the Space. Occupant shall not store any type of electric bicycle in the Space. Without limiting the foregoing, Occupant shall not (and shall not permit any person to) use the Space in any manner that would be a violation of any applicable federal, state or local law or regulation, regardless of whether such use or occupancy is lawful under any conflicting law, including without limitation any law relating to the use, sale, possession, cultivation, manufacture, distribution or marketing of any controlled substances or other contraband (whether for commercial, medical, or personal purposes), or any law relating to the medicinal use or distribution of marijuana.

7. **HAZARDOUS MATERIALS PROHIBITED:** Occupant is strictly prohibited from storing or using materials in the Space or on the Facility classified as hazardous or toxic materials or substances under any local, state or federal law or regulation, and from engaging in any activity which produces such materials. In addition to Owner's other entry and inspection rights under this Agreement, if Owner has reason to believe that any such hazardous or toxic prohibited materials or substances are in or around the Space, then Owner and Owner's representatives, at Occupant's sole expense, shall have the right, but not the obligation, to enter the Space at any time to remove and dispose of prohibited items.
8. **LIMITATION OF VALUE: OCCUPANT AGREES NOT TO STORE PROPERTY WITH A TOTAL VALUE IN EXCESS OF $5,000.00 WITHOUT THE WRITTEN PERMISSION OF THE OWNER. THIS LIMITATION OF VALUE MAY BE INCREASED ON PART OR ALL OF THE GOODS STORED UPON THE PRIOR WRITTEN REQUEST OF THE OCCUPANT AND SUBSEQUENT WRITTEN CONSENT OF OWNER (IN WHICH EVENT INCREASED RATES MAY BE CHARGED BASED ON SUCH INCREASED VALUATION). IF SUCH WRITTEN PERMISSION IS NOT OBTAINED, THE VALUE OF OCCUPANT'S PROPERTY SHALL BE DEEMED NOT TO EXCEED $5,000.00 AND MAY BE WORTH SUBSTANTIALLY LESS THAN $5,000. OCCUPANT AGREES THAT THE MAXIMUM VALUE OF THE PROPERTY STORED IN THE SPACE AND THE MAXIMUM VALUE FOR ANY CLAIM OR SUIT BY THE OCCUPANT, INCLUDING BUT NOT LIMITED TO ANY SUIT WHICH ALLEGES WRONGFUL OR IMPROPER FORECLOSURE OR SALE OF THE CONTENTS OF A STORAGE UNIT, IS $5,000. NOTHING HEREIN SHALL CONSTITUTE ANY AGREEMENT OR ADMISSION BY OWNER THAT OCCUPANT'S STORED PROPERTY HAS ANY VALUE, NOR SHALL ANYTHING ALTER THE RELEASE OF OWNER'S LIABILITY SET FORTH BELOW.**

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9. **CONDITION AND ALTERATION OF SPACE:** Occupant assumes responsibility for having examined the Space and Facility and hereby accepts it as being in good order and condition. Occupant understands that all space sizes are approximate and enters into this Agreement without reliance on the estimated size of the storage Space. Occupant shall not make or allow any alternation of the Space. Should Occupant damage or depreciate the Space and/or the Facility, or make alterations or improvements without the prior consent of the Owner, or require the Owner to incur costs to clean the Space and/or Facility upon termination, then all costs necessary to restore the Space and/or Facility to its prior condition shall be borne by Occupant. Owner has the right to declare any such costs to repair as "rent" and non-payment of said costs will entitle Owner to deny Occupant access to the Space.
10. **LOCKS:** Occupant shall provide, at Occupant's expense, a commercially reasonable cylinder lock (or disc lock if cylinder locks are incompatible with door hardware) to secure the Space. If Occupant needs the lock cut to access the Space, only the Owner is authorized to do so (upon confirming the Occupant's identity). No lock-cut fee will be charged, however, Occupant shall purchase a new replacement lock from the Owner

prior to the cutting process. If the Space is found unlocked, then Owner shall have the right, but not the obligation, to take whatever measures Owner deems reasonable to secure the Space, with or without notice to Occupant, provided however, that in such event, Owner shall not have any liability to Occupant for any loss or damage whatsoever, and Occupant shall indemnify and hold Owner harmless from and against any loss, cost or expense of Owner in connection with locking the Space, including the cost of the lock. Occupant shall always keep the Space lock using only one lock per Space door hasp.

Storage spaces at the Facility may be equipped with electronic locking devices that do not require the Occupant to provide a lock. No expressed or implied warranties, guarantees, or representations are given by Owner, Owner's agents or employees as to the use, function, security, reliability, merchantability or fitness of the any such electronic locking device. **Owner shall not be liable for loss or damage to property stored in the Space resulting from the use, failure, destruction, tampering, cutting, drilling, fault, defect, or malfunction of any electronic locking device. If the electronic locking device contains technology which allows the Owner to overlock and/or unlock the Occupant's lock, no bailment or higher level of liability is created by the Owner's ability, or use of ability, to overlock and/or unlock the lock on the Space and the Owner does not take care, custody, or control of the Occupant's property due to the Owner's ability, or use of ability, to overlock and/or unlock the Occupant's lock.**

11. **ABANDONMENT:** Occupant shall be deemed to have conclusively abandoned all property which remains in the Space or at the Facility after the termination of this Agreement, upon default of this Agreement for thirty (30) days, or when Owner concludes based upon other reasonable considerations, including, but not limited to an **unlocked Space**, that Occupant has abandoned Occupant's property and the Space. Any personal property of Occupant which shall remain in or in the Space or at the Facility after the expiration or termination of the Agreement (other than termination of the Agreement while a default by Occupant exists) shall be considered abandoned at the option of Owner, and, if abandoned, Owner may sell, destroy or otherwise dispose of Occupant's personal property in order to satisfy Owner's lien. Occupant hereby waives and releases any claims or actions against Owner for disposal of personal Property resulting from Occupant's abandonment. Rent prepaid for any period in which the Occupant moves out early shall not be refunded. Occupant shall be liable for paying all costs incurred by Owner in disposing of such property. **There are No Rent Refunds for Partial-Month Occupancies**
12. **RELEASE OF OWNER'S LIABILITY FOR PROPERTY DAMAGE: THE OWNER IS NOT A WAREHOUSEMAN ENGAGED IN THE BUSINESS OF STORING GOODS FOR HIRE, AND NO BAILMENT IS CREATED BY THIS AGREEMENT. THE OWNER EXERCISES NEITHER CARE, CUSTODY, NOR CONTROL OVER THE OCCUPANT'S STORED PROPERTY. ALL PROPERTY STORED WITHIN THE SPACE OR AT THE FACILITY BY ANYONE SHALL BE STORED AT THE OCCUPANT'S SOLE RISK. The Occupant must take whatever steps he deems necessary to safeguard such Property. The Owner and the Owner's employees and agents shall not be responsible or liable for any loss of or damage to any personal Property stored in the Space or on the Facility resulting from or arising out of the Occupant's use of the Space or the Facility from any cause whatsoever, including, but not limited to, theft, mysterious disappearance, mold, mildew, vandalism, fire, smoke, water, flood, hurricanes, rain, tornadoes, explosions, rodents, insects, malfunction of utilities, alarm or sprinkler systems, Acts of God, or the active or passive acts or omissions or negligence of the Owner, the Owner's agents or employees. It is agreed by the Occupant that this provision is a bargained for condition of the Agreement that was used in determining the amount of Monthly Rent to be charged and without which the Owner would not have entered into this Agreement.**

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13. **NO INSURANCE PROVIDED BY OWNER: THE OWNER DOES NOT PROVIDE ANY TYPE OF INSURANCE WHICH WOULD PROTECT THE OCCUPANT'S PERSONAL PROPERTY FROM LOSS BY FIRE, THEFT, OR ANY OTHER TYPE OF CASUALTY LOSS. IT IS THE OCCUPANT'S RESPONSIBILITY TO OBTAIN SUCH INSURANCE**. The Occupant, at the Occupant's expense, shall secure his own insurance to protect himself and his Property against all perils of whatever nature for 100% of the actual cash value of the stored Property. Insurance on the Occupant's Property is a material condition of this Agreement and is for the benefit of both Occupant and Owner. Failure to carry the required insurance is a breach of this Agreement and Occupant assumes all risk of loss to stored property that would be covered by such insurance. Occupant shall make no claim whatsoever against the Owner's insurance in the event of any loss. Occupant hereby releases Owner and Owner's agents and employees from any and all claims for damage or loss to stored property that are caused by or result from perils that are, or would be, covered under the required insurance policy and hereby waives any and all rights of recovery against Owner and Owner's agents and employees in connection with any damage which is or would be covered by any such insurance policy. The Occupant agrees that its insurer may not subrogate against the Owner in the event of loss or damage of any kind or from any cause.

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14. **RELEASE OF OWNER'S LIABILITY FOR BODILY INJURY:** Owner, Owner's agents, and employees shall not be liable to Occupant for injury or death as a result of Occupant's use of the Space or the Facility, even if such injury is caused by the active or passive acts, omissions, or negligence of Owner or Owner's agents, or employees.
15. **INDEMNIFICATION:** To the fullest extent permitted by law, Occupant shall indemnify, defend (with legal counsel designated by Owner), hold harmless and protect Owner and all Owner Parties from and against all claims, demands, actions and causes of action (including attorneys' fees and all costs), damages and liabilities brought by any party or parties (including without limitation third parties not a party to this Agreement) arising out of or related to: (i) this Agreement and/or other documents related to storage of Property in, or use of, the Space or the Facility by the Occupant; (ii) the transaction or services contemplated by this Agreement; (iii) Occupant's use of the Space and Facility; and (iv) any obligations or performance related to the Space or use of the Facility by Occupant, including, without limitation, any claims, demands, actions and causes of action relating to Owner's alleged negligence or other wrongful conduct.
16. **OCCUPANT COMPLIANCE WITH LAWS AND RULES AND REGULATIONS:** Owner shall have the right to establish the hours of operation and to promulgate rules and regulations for the operation, safety, care, and cleanliness of the Facility, and for the preservation of good order. Such measures may include, without limitation, restriction of the hours of operation of the Facility and the Space, verification of Occupant's identity, inspection of vehicles that enter the Facility and Space, and restrictions on the nature of property which can be stored in the Space or brought on the Facility. Occupant agrees to follow all of Owner's rules in effect, or that may be put into effect from time to time. A current copy of the Rules and Regulations will be on display in the Facility's office. These Rules and Regulations are subject to change without notice.
17. **OWNER'S RIGHT TO ENTER:** Occupant grants Owner or Owner's agents' access to the Space upon 48 hours' advance written notice to Occupant. In the event of an emergency or nuisance, Owner shall have the

right to enter the Space without notice to Occupant, and take such action as may be necessary or appropriate to preserve the Space, to comply with applicable law, to enforce Owner's rights, or for inspections or searches by governmental authorities. In the event any materials are discovered which are hazardous or constitute a nuisance, Owner may immediately arrange for their removal and disposal at Occupant's expense.

18. **TERMINATION:** This Agreement shall continue from month-to-month unless the Occupant or Owner delivers to the other party a written notice of its intention to terminate the Agreement at least three (3) days prior to the end of the then current rental period. Owner may immediately terminate this Agreement (including denial of vehicle gate access to the Facility and denial of access to the Space) if Occupant is in breach of this Agreement or in the event that Occupant creates a nuisance or is engaged in disruptive, criminal, unlawful or other Owner-prohibited behavior that threatens the safety of other Occupants and/or the preservation of the Facility. Owner may also exercise immediate termination rights (including denial of vehicle gate access to the Facility and denial of access to the Space) in the event that Occupant utilizes the Space for an unlawful purpose or is found to be engaged in illegal activity at the Facility. Owner does not prorate partial month's Monthly Rent. Upon termination of this Agreement, the Occupant shall remove all personal Property from the Space (unless such Property is subject to the Owner's lien rights as referenced herein), and shall deliver possession of the Space to the Owner on the day of termination. Occupant must leave the Space empty, in good condition, broom clean, and unlocked. Rent and fees will continue to accrue if Occupant fails to remove personal lock. Occupant is responsible for any damage to the Space or to any damage to the Facility caused by Occupant. There is no grace period; one day constitutes another month. **PRE-PAID RENT IS NON-REFUNDABLE.** If the Occupant fails to fully remove its Property from the Space within the time required, the Owner, at its option, may without further notice or demand, either directly or through legal process, reenter the Occupant's Space and remove all Property therefrom without being deemed guilty in any manner of trespassing or conversion.

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19. **CHANGES:** All items of this Agreement, including but without limitation, the monthly rental rate, conditions of occupancy and other fees and charges are subject to change at the option of the Owner upon thirty (30) days' prior written notice to the Occupant. If so changed the Occupant may terminate this Agreement on the effective date of such change by giving the Owner three (3) days' prior written notice of termination after receiving notice of the change. If the Occupant does not give such notice of termination, the change shall become effective on the date stated in the Owner's notice and shall thereafter apply to the occupancy hereunder, whether or not Occupant has agreed to the change in writing.
20. **WAIVER OF JURY TRIAL OR NON-JURY TRIAL:** The Occupant and Owner agree that, by entering into this Agreement, both Occupant and Owner consent to arbitration as provided for by this Agreement and expressly waive any right to a jury or non-jury trial, and waive the right to seek, defend, or otherwise litigate any claim or counterclaim involving legal or monetary damages in any state or federal court; provided, however, that Occupant may assert a claim not to exceed $5,000.00 in small claims court as provided in this Agreement and that such right to file a claim in small claims court not exceeding $5,000.00 shall be the sole and limited exception to Occupant's waiver of all of Occupant's rights to a jury or non-jury trial.
21. **NOTICES FROM OWNER:** All notices required by this Agreement shall be sent by first class mail postage prepaid to Occupant's last known address or to the electronic mail address provided by the Occupant in this Agreement. Notices shall be deemed delivered when deposited with the U. S. Postal

Service or when sent by electronic mail. All statutory notices shall be sent as required by law. **If Occupant has provided the Owner with an electronic address, the Occupant consents to the delivery of all correspondences and notices, including statutory notices, via e-mail. Occupant agrees that any billing statements and all other communications, including rental rate and late fee increases and lien notices may be sent to Occupant via e-mail rather than by U.S. Mail. Occupant also consents to Owner sending communications (e-mails, SMS messaging/texting, social media) to Occupant at any time during the day or night that are appropriate and efficient for Owner and its electronic communications systems.**

22. **NOTICES FROM OCCUPANT:** Occupant represents and warrants that the information Occupant has supplied in the Agreement is true, accurate and correct and Occupant understands that Owner is relying on Occupant's representations. Occupant agrees to give prompt written notice to Owner of any change in Occupant's address, any change in the liens and secured interest on Occupant's Property. Occupant understands he must personally deliver such notice to Owner or mail the notice by certified mail, return receipt requested, with postage prepaid to Owner at the address shown on the Agreement or send via e-mail. Owner does not recognize or acknowledge address changes unless delivered to Owner in writing and signed by Occupant or when sent by e-mail, acknowledged by Owner via e-mail. Occupant's failure to notify Owner of any change in mailing address, e-mail address, or phone number shall constitute a waiver by Occupant of any defenses based on failure to receive any notice.
23. **PERMISSION TO COMMUNICATE: Occupant recognizes that Owner and Occupant are entering into a business relationship as Owner and Occupant. Occupant hereby provides its express written consent to Owner (and Owner's agents, employees, representatives, affiliates and those acting on its behalf) phoning, SMS messaging/texting, faxing, and using social media to communicate with Occupant with marketing, informational, account-related, and/or other business-related communications from and on behalf of Owner, its agents, employees, representatives, affiliates and others acting on its behalf. Occupant consents to Owner sending communications (e-mails, SMS messaging/texting, social media) to Occupant at any time during the day or night that are appropriate and efficient for Owner and its electronic communications systems. Occupant provides its express written consent to receiving telephone calls and messages (including SMS messaging/text messaging) from and on behalf of the Owner using prerecorded messages or artificial voice, and calls and messages delivered using automated telephone dialing system or an automatic texting system, to the phone number(s) provided in this Agreement or to any phone number subsequently provided by Occupant to Owner. Occupant also provides its express written consent to receiving autodialed calls and SMS messaging/text messages from and on behalf of the Owner at the phone number(s) provided by Occupant in this Agreement or at any other phone numbers provided by Occupant to Owner. Calls and SMS/text messages from and on behalf of Owner to Occupant may provide alerts regarding offers and promotions from the Owner, the Occupant's account with Owner, Occupant's tenancy in the Space, Occupant's use of the Facility, information about the Space and/or the Facility, and/or the business relationship between Owner and Occupant. Occupant understands that text messaging and data rates may apply to any calls and/or messages received from Owner and that not all carriers are covered. Occupant understands that Occupant's consent to receive these calls and texts is not required as a condition of entering into this Agreement or in the purchasing of any goods or services from Owner. Occupant also understands that Occupant or Owner may revoke this permission in writing at any time. Occupant agrees not to hold Owner liable for any electronic messaging or data charges or fees generated by this service. Occupant further agrees that in the event Occupant's phone number(s) change, Occupant shall inform Owner of said change or be liable for any fees or charges incurred. Occupant may opt-out of this messaging by emailing brea@securespace.com or reply STOP**

to any SMS/text message received. Occupant certifies and warrants that the phone number(s) provided in this Agreement are that of the Occupant.

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24. **WAIVER:** No waiver by the Owner of any provision hereof shall be deemed a waiver of any of the other provisions hereof or of any subsequent default or breach by the Occupant.
25. **ATTORNEYS' FEES:** In the event the Owner retains the services of an attorney to recover any sums due under this Agreement for any unlawful detainer, for the breach of any covenant or conditions hereof, or in defense of any demand, claim or action brought by the Occupant, the Occupant agrees to pay to the Owner the reasonable costs, expenses, and attorney's fees incurred in any such action.
26. **NO SUBLETTING:** Occupant shall not assign or sublease the Space without the written permission of the Owner. Owner may withhold permission to sublet or assign for any reason in Owner's sole discretion.
27. **SUCCESSION:** All provisions of this Agreement shall apply to and be binding upon all successors in interest, assigns, or representatives of the parties. In the event Owner's interest in the Facility or any portion thereof is sold or assigned, Owner shall have the right to assign its rights and obligations under this Agreement and to transfer any pre-paid monthly rent to the vendee or assignee.
28. **PROPERTY LEFT IN THE STORAGE SPACE:** All items, including boxes and trash, left in the Space or in and around the Facility after vacating will be deemed to be of no value to the Occupant and will be discarded by the Owner at the expense of the Occupant. Occupant shall be liable for paying all costs incurred by the Owner in disposing of such property and will be charged the Cleaning/Trash Fee accordingly (see Fees section above).
29. **MOLD WARNING:** Mold can grow in your self-storage Space whenever there is moisture and any material that will facilitate its growth. It is impossible for Owner to monitor the conditions in your Space. Occupant is aware of and accepts the risk that mold may grow in the Space and damage stored property. Occupant agrees and acknowledges that Owner is not liable for the growth of mold or mildew on stored property. Occupant is solely responsible for preventing mold and/or mildew on Occupant's stored property in the Space.
30. **LIMITED WARRANTY:** This Agreement contains the entire agreement of the parties and no representation or agreements, oral, or otherwise, between the parties not embodied herein shall be of any force or effect (except for written addendums agreed to between the parties). The agents and employees of the Owner are not authorized or permitted to make any warranties about the Space, the Facility, or any facilities referred to in this Agreement. The Owner's agents' and employees' ORAL STATEMENTS DO NOT CONSTITUTE WARRANTIES and shall not be relied upon by the Occupant. The entire agreement and understanding of the parties hereto are embodied in this writing and NO OTHER WARRANTIES are given. Occupant acknowledges that neither Owner nor Owner's agents or employees have made any representations or warranties, either express or implied, as to the safety of the Space, the Facility, or property stored in the Space and/or Facility, or otherwise and that neither Owner nor Owner's agents or employees shall be required to provide any security protection to Occupant or the Occupant's property stored in the Space and/or at the Facility. Any security which Owner maintains is for Owner's sole use and convenience and may be discontinued by Owner at any time without liability or notice to Occupant or any other party. There shall be no liability to Owner, Owner's employees or agents in the event alarm, video system or sprinkler system, or any components thereof, shall fail or malfunction. **Any video recording devices are not monitored.**
31. **RELEASE OF INFORMATION:** Occupant hereby authorizes Owner to release any information regarding

Occupant and Occupant's occupancy as may be required by law or requested by governmental authorities or agencies, law enforcement agencies or courts.

32. **MILITARY SERVICE:** If you or your Spouse is on active military duty status you must provide written notice to the Owner. Any changes in status must be provided by the Occupant in writing to the Owner. The Owner will rely on this information to determine the applicability of the Servicemembers Civil Relief Act. If Occupant is a Service Member, and Occupant is transferred or deployed overseas on active duty for a period of 180 days or more, Occupant shall notify the Owner of the transfer or deployment. The Occupant shall provide written evidence of the transfer or deployment with the notice. Upon notice, Occupant is entitled to protections under governing law staying the enforcement of the Owner's lien.
33. **PERSONAL AND FINANCIAL INFORMATION:** Owner does not warrant or guarantee that any personal information (address, phone number, e-mail address, social security number) financial information (credit card, bank account) will not be stolen or otherwise compromised. Occupant waives and releases any and all claims or actions against Owner for damages arising from the use of said information by others.
34. **CLIMATE CONTROL (IF APPLICABLE):** Climate-controlled Spaces are heated and cooled depending on outside temperature. These Spaces do not provide constant internal temperature or humidity control. Owner does not warrant or guarantee temperature or humidity ranges in the Space due to changes in outside temperature and humidity. Occupant waives any claim for loss of or damage to stored property from Owner's failure to regulate the temperature and humidity in the storage space from any cause whatsoever, including mold or mildew, even if such damage is caused by the active or passive acts or omissions or negligence of Owner. Systems that are used to provide heating and cooling do not have backup power sources. Under certain circumstances, including, but not limited to, mechanical failure of heating and/or cooling and/or heating systems, electrical blackouts and acts of God, the Space may not be heated or cooled at all.
35. **VEHICLES:** Vehicles (including, but not limited to, autos, trucks, trailers, mobile homes, boats, and campers) may not be stored overnight without permission of the Owner. A charge will be levied for such overnight vehicle storage. Any vehicle stored will only be allowed in the space allocated and referred to in this Agreement by addendum. Only one vehicle may be stored in each marked space and only vehicles with a current license and inspection tags will be permitted unless otherwise agreed to by the Owner. In the event that any motor vehicle remains stored in the self-storage space after termination of this Agreement or upon Occupant's default, and in addition to all other rights and remedies available to Owner, Owner is authorized to cause such vehicle to be removed by a person regularly engaged in the business of towing vehicles, without liability for the costs of removal, transportation or storage or damages caused by such removal, transportation or storage. Occupant acknowledges that he or she has personally been given notice that the vehicle is subject to removal at the Occupant's expense. Owner shall incur no liability to Occupant for causing the vehicle to be removed pursuant to this Section.
36. **ARBITRATION:** In the event of any claim, dispute or lawsuit by Occupant against Owner (or Owner against Occupant) arising from Occupant's rental or use of the Space or this Agreement, the claim or lawsuit shall be submitted to binding arbitration upon the request of either party and the service of that request on the other party. The parties agree that the arbitration shall be conducted and heard by a single arbitrator to resolve the claim, dispute or lawsuit. THE ARBITRATION MUST BE CONDUCTED ON AN INDIVIDUAL BASIS AND OCCUPANT AND OWNER AGREE NOT TO ACT AS A CLASS-REPRESENTATIVE OR IN A PRIVATE ATTORNEY GENERAL CAPACITY IN ANY CLAIM, DISPUTE OR LAWSUIT. Owner will not request to arbitrate any claim, dispute or lawsuit that Occupant brings in small claims court. However, if such a claim is transferred, removed or appealed to a different court, Owner may then choose to arbitrate. The Federal Arbitration Act (FAA) shall govern this arbitration agreement. **The Arbitration shall be conducted by National Arbitration and Mediation (NAM) under**

its Comprehensive Dispute Resolution Rules and Procedures for the Self-Storage Industry. The NAM arbitration rules and procedures may be found www.namadr.com. Occupant understands that Occupant is entitled to a judicial adjudication of disputes with the Owner with respect to this Agreement and is waiving that right. The parties are aware of the limited circumstances under which a challenge to an arbitration award may be made and agree to those limitations. Owner and Occupant stipulate and agree that they have had sufficient time and opportunity to consider the implications of their decision to arbitrate and that this addendum concerning arbitration represents a voluntary choice after due consideration of the consequences of entering into this addendum. IF OWNER CHOOSES ARBITRATION, OCCUPANT SHALL NOT HAVE THE RIGHT TO LITIGATE SUCH CLAIM OR LAWSUIT IN COURT OR TO HAVE A JURY TRIAL. OCCUPANT IS ALSO GIVING UP OCCUPANT'S RIGHT TO PARTICIPATE IN A CLASS ACTION OR OTHER COLLECTIVE ACTION LAWSUIT OR ARBITRATION. Occupant may decline this agreement to arbitrate by sending written and signed notice to SecureSpace Self Storage Brea , Attention: Opt-Out, 2700 E Imperial Hwy , Brea , CA 92821 , within thirty (30) days of signing this Rental Agreement.

Customer Initials: LH
Electronically signed on: 2025-05-27 10:42:44 AM PDT

37. **EXCEPTIONS TO ARBITRATION:** Both parties retain the right to seek remedies in small claims court for disputes or claims within that court's jurisdiction. Both parties also retain the right to pursue any eviction, action to enforce a lien, and/or unlawful detainer remedies or defenses in any court. Owner retains the right to conduct a lien sale under appliable state law. However, any other claims, such as claims for violations of self-storage lien laws, derivative claims (including, but not limited to, claims under state or federal consumer protection statutes), conversion, negligence, breach of contract, or other violations of state or federal law, must be brought in arbitration.

Customer Initials: LH
Electronically signed on: 2025-05-27 10:42:44 AM PDT

38. **GOVERNING LAW; LEASE COMPLIANCE WITH APPLICABLE LAWS:** This Agreement shall be interpreted, enforced and governed under the laws and judicial decisions of the State where the Facility is located. Subject to the arbitration provisions this Agreement, venue for any disputes shall be in the applicable Court in the County and State in which the Facility is located. This Agreement is intended to comply with all applicable laws.
39. **SEVERABILITY:** If any provision of this Agreement or its application to any party or circumstance is held invalid or unenforceable, then the remainder of this Agreement and the affected provision to the extent it is not so held shall remain valid and enforceable and in full force and effect so long as the invalid or unenforceable provision does not go to the essence of this Agreement.
40. **INCORPORATION:** The exhibits attached to this Agreement and referred to herein are incorporated into this Agreement.
41. **ENTIRE AGREEMENT; AMENDMENTS:** This Agreement: (i) is intended by the parties hereto as the final expression and the complete and exclusive statement of their agreement with respect to the terms included in this Agreement and any prior or contemporaneous agreements or understandings, oral or written, which may contradict, explain or supplement these terms shall not be admissible or effective for any purpose; (ii) shall be binding upon and inure to the benefit of the parties hereto and their permitted successors and assigns.

42. **ELECTRONIC SIGNATURE:** Occupant agrees that any reference in this Agreement to a writing or written form may be fulfilled through an electronic record, including an electronic signature, which shall have the same legal force, effect and enforceability as if it was made in a non-electronic form. If not signed with an original signature below and electronic signature is used, Occupant understands and agrees that Occupant is consenting to be legally bound by the terms and conditions of this Agreement as if Occupant signed this agreement in writing. Occupant agrees that no certification authority or other third-party verification is necessary to validate their e-signature and that the lack of such certification or third-party verification will not in any way affect the enforceability of the e-signature or any resulting agreement between Occupant and Owner. Additionally, Occupant certifies that he/she is age 18 or above.
43. **NOTICE OF COLLECTION AND PROCESSING OF BIOMETRIC DATA:** Owner is committed to providing you with secure storage services and respects your privacy. As part of its commitment to you, Owner may utilize video surveillance that includes facial recognition technology (“biometric data”). The use of biometric data is for security purposes, specifically to prevent theft and advance Owner's overall security.
44. **OWNER’S EMPLOYEES:** Should any of Owner's employees perform any services for Occupant at Occupant's request, such employees shall be deemed to be the agent of the Occupant, regardless of whether payment for such services is made or not, and Occupant agrees to indemnify and hold Owner harmless from all costs, expenses or liability in connection with or arising, directly or indirectly, from such services performed by employee of Owner. Notwithstanding that Owner shall not be liable for such occurrences; Occupant agrees to notify Owner immediately upon the occurrence of any injury, damage or loss suffered by the Occupant or other persons on or within the Facility.
45. **ACCESS TO SPACE AND FACILITY DUE TO EMERGENCIES/WEATHER:** Owner reserves the right to deny access to the Space and/or the Facility to all Occupants due to federal, state, or local emergencies or due to inclement weather. Owner shall incur no liability to Occupant for the denial of Occupant’s access to the Space and/or Facility due to federal, state, or local emergencies or inclement weather.
46. **CONDUCT:** Occupant will conduct and communicate in a professional, businesslike manner while at the Facility. Abusive or harassing language or conduct by Occupant is a breach of this Agreement, entitling Owner to immediately terminate this Agreement (including denial of vehicle gate access to the facility and denial of access to the Space) and to exercise any other remedies provided at law or in equity, including immediate removal of Occupant’s property from the Space and Facility. If Occupant authorizes another person to enter the Facility and/or Space on Occupant’s behalf or is at the Facility with the Occupant, then such person(s) shall also comply with this section and all other provisions of this Agreement or rules and regulations relating to conduct at the Facility. Occupant shall be responsible for the conduct of such person(s) who Occupant authorizes to enter the Facility and/or Space or are at the Facility with the Occupant. Owner shall be entitled to assume that any such person’s possession of a key to the Space and gate code to the Facility is evidence of authority to enter Occupant’s Space. If any provision of this Paragraph is violated, Owner shall have the right to immediately terminate this Agreement (including denial of vehicle gate access to the Facility and denial of access to the Space) and to exercise any other remedies provided at law or in equity, including immediate removal of Occupant’s property from the Space and Facility.
47. **CROSS-COLLATERALIZATION OF STORAGE SPACES:** When Occupant rents more than one Space at this Facility, the rent is secured by Occupant’s property in all the Spaces rented. A default by Occupant on any Space shall be considered a default on all Spaces rented. Owner may exercise all remedies available to it including denial of access to the Space and the Facility and sale of the stored property if all rent and other charges on all Spaces are not paid when due.

48. WARRANTY OPTION: IN LIEU OF PROVIDING OWNER PROOF OF INSURANCE AS SET FORTH ABOVE, OCCUPANT MAY PURCHASE FROM OWNER A TENANT PROTECTION PLAN (THE "TPP") ATTACHED HERETO AS EXHIBIT "A". In the event that Occupant does not elect to purchase such warranty by entering into the TPP, Occupant shall (i) execute the Waiver of Tenant Protection Plan attached hereto as Exhibit "B", and (ii) provide Owner with proof that Occupant has obtained fire, extended coverage and comprehensive liability insurance coverage covering the full insurable value of goods or property stored in the Space. If Occupant does not provide Owner with such proof of insurance within five (5) business days after the date of this Agreement, Occupant shall be automatically enrolled in a TPP level selected by Owner and Occupant's monthly rate will be adjusted accordingly. The TPP level selected by Owner (in Owner's sole discretion) is based on the Property declared to be in the Space by Occupant, and Occupant's monthly Rent shall be increased by the amount of the TPP (as set forth in the attached TPP). Occupant can cancel TPP at any time if Occupant provides proof of insurance. Minimum charge for TPP is one (1) month and will not be pro-rated. Participation in this Protection Plan may be canceled by Occupant upon ten (10) days written notice to Owner if Occupant has vacated the Space or provides proof of insurance on the stored contents. Purchase by Occupant of the TPP is NOT a condition of tenancy.

49. As part of your agreement to rent, you may have received an initial rental discount. Your monthly rental charge is $ 160.00 as compared to the suggested rental rate of $ 260.00 for your storage unit.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date written on the top of Page 1 of this Agreement.

NOTE: THIS IS A FIFTEEN PAGE AGREEMENT. DO NOT SIGN THIS AGREEMENT UNTIL YOU HAVE READ ALL PAGES AND FULLY UNDERSTAND IT. THIS AGREEMENT RELEASES THE OWNER'S LIABILITY FOR LOSS OF OR DAMAGE TO YOUR STORED PROPERTY

OCCUPANT: X Lauren Hansen Electronically signed on: **2025-05-27 10:42:44 AM PDT**

OWNER: X Randy Hillman DATE: **2025-05-27 10:42:44 AM PDT**

securespace.com

Tenant Protection Plan Addendum

v4.1 | 6806674abf7844af46de3ef5

Contract details:

Title	Version	ID
Tenant Protection Plan Addendum	4.1	6806674abf7844af46de3ef5

Contract accepted by:

lhansen@excelacademy.education

Signer ID: lhansen@excelacademy.education
Email: lhansen@excelacademy.education

Date / Time: May 27, 2025 at 5:42 PM GMT
IP Address: 76.14.22.55
User Agent: Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/136.0.0.0 Safari/537.36

SecureSpace Self Storage Brea

2700 E Imperial Hwy

Brea , CA , 92821

brea@securespace.com

(714) 844-1886

Storage Protection Addendum

Addendum to SecureSpace Self Storage Brea Storage Rental Agreement

Occupant/Tenant: Lauren Hansen Unit #:3423

Effective Date: 06/01/2025

This Storage Protection Plan Addendum (Addendum) is attached to and forms a part of the SecureSpace Self Storage Brea Rental Agreement (Agreement) entered into by and between you (Occupant/Tenant) and Owner, as set forth in the Agreement for the use of the Premises located at the Storage Facility.

This storage facility provides you with a basic level of service pursuant to the terms and conditions of the Agreement that you signed. Among other things the Agreement states: (1) your property is stored at your sole risk of loss or damage; (2) the self-storage operator is not liable for loss of or damage to your stored property; and (3) you must insure your property while it is on the premises.

Many occupants fail to obtain the appropriate protection against loss or damage to their personal property. Based upon this, Owner has implemented this Protection Plan in order to provide Occupant/Tenant some limited rights of reimbursement for certain loss or damage. The Storage Protection Plan is NOT a policy of insurance and Owner is not an insurance agent, nor does the Storage Protection Plan change your obligation to bear the risk of loss or damage to any stored property as set forth in the Agreement. The Storage Protection Plan only applies to reimbursement for physical loss or damage to your stored personal property (and excludes reimbursement for loss or damage which may result from your loss of use of the property or the reduction in the market value of the property not resulting from physical damage).

Notwithstanding the foregoing, in consideration for the sum of $17 per month ("Storage Protection Plan Payment"), to be paid in addition to your other monthly rental charges, the Protection Plan provides limited reimbursement in the event of loss or damage to your stored property, up to $3000 , on the terms and conditions set forth in this Storage Protection Plan Addendum. Storage Protection Plan Payments shall be made in the same manner as monthly rent under the Agreement. Provided that the Storage Protection Plan has not been cancelled (e.g., due to your non-payment of the rental obligations due under the Agreement), in the event of loss or damage to your stored personal property caused by an event set forth below, Owner will pay you for the actual cash value of the property or the cost of reasonably restoring the property to the condition immediately prior to the loss or damage, whichever is less. Property shall be valued at the time of loss or damage in the manner provided by the Agreement. No payment to you will exceed the $3000 limit.

1. Plan Limit

The most the Owner will pay for a single loss is $3000 . The Owner will pay the lesser of the actual amount you reasonably pay to repair damaged item(s) or to replace lost or damaged items with property of similar quality. In no event, will the Owner pay more than stated above. If the limit of this Addendum exceeds the limit listed the Agreement, then the value of property stored by you may be increased to the limit of this Addendum. You agree that any increase in the value allowed by this Addendum will not apply to the types of property described in paragraph 4.

2. Storage Protection Addendum – Owner's Limited Retention of Legally Imposed Liability

In consideration of payment of $17 in additional monthly rent, Owner shall not require the release of liability for property damage in the rental

Agreement, up to the amount indicated in paragraph 1 of this addendum.

Instead, Owner shall retain liability for loss of or damage to your property:

· While stored within the enclosed storage unit # 3423 indicated in the Agreement Occupant/Tenant signed; and
· Only while that unit # 3423 is secured with an approved lock.

For losses caused by the following:

a. Fire or lightning;

b. Explosion

c. Smoke

d. Theft, vandalism or malicious mischief as a consequence of forced entry. (Provided that there is clear proof of tampering and that Occupant/Tenant has filed a police report.);

e. Water damage caused by roof leak, but specifically excluding water damage resulting from any other cause.

f. Water Damage caused by accidental discharge of substances from plumbing, heating, air conditioning or fire protection systems;

g. Windstorm that first causes damage to the building;

h. Collapse of the building where your property is stored;

i. Falling objects, including hail, provided that the premises are first damaged by such falling objects, weight or ice, snow or sleet;

j. Rodents or Vermin up to ($500) in damage

k. Earthquake up to ($1,000) in damage

This limited acceptance of liability is a modification to the waiver of liability in the Agreement that this Addendum attaches to. It satisfies the insurance requirement stated in the Agreement. The Owner has no liability for loss of, or damage to your stored property beyond that described in this Addendum.

3. Liability Not Accepted by Owner

The Owner will not pay for damaged or stolen property caused by the following:

a. Flood, surface water, underground water or water that backs up through or overflows from a sewer, drain or sump; “loss” or damage to the interior of any building or structure, or to property inside the building or structure, caused by rain, snow, sand or dust, whether driven by wind or not, unless the building or structure first sustains wind or hail damage to its roofs or walls through which the rain, snow, sand or dust enters.
b. Mold, mildew or wet or dry rot;

c. War or military action;

d. Terrorist attack;

e. Volcanic eruption, including leakage from sprinkler systems which are damaged by a volcanic eruption);
f. Nuclear reaction, radiation or radioactive, biological or chemical contamination;

g. Theft from a unit that you have not secured with an approved lock.

4. The Owner Will Not Pay to Repair or Replace and You Should Not Store Property we will not pay to have repaired or pay for if lost or damaged:

a. Motor vehicles, boats, RV’s, or any property stored outdoors;

b. Accounts, bills, currency, deeds, evidence of debt, securities, money, or notes;

c. Collectibles, jewelry, watches, precious or semi-precious stones, antiques, works of art;

d. Stolen goods, contraband or the like or anything that is prohibited in the Agreement;

e. Firearms of any type;

f. Objects of sentimental value; furs, fur garments and garments trimmed with fur;

g. Fine rugs (over $500 in value);

h. Antiques and collectibles.

5. Mysterious Losses

Owner will not pay for any losses resulting from unknown or mysterious causes.

6. Filing a Claim under the Storage Protection Plan

In the event of a loss, Occupant/Tenant must complete an incident report, which is available at https://www.worldinsurance.com/world-self-storage-protection-plan and contact the claims department directly at 888.899.7711. If Occupant/Tenant's storage unit has been broken into, Occupant/Tenant must file a police report documenting the occurrence. Occupant/Tenant must take photos which must be submitted with the incident report. Occupant/Tenant shall not discard any damaged property and must protect the property from further damage. Occupant/Tenant must retain their lock if it was damaged. When filing a claim please reference the following number: **WSCLLSIC80**

All Claims must follow this procedure and all claims must be processed by the Claims Department. Owner does not have the ability to settle claims outside the Claims Department. If, for some reason the Occupant/Tenant's claim is denied or the amount of reimbursement for Occupant/Tenant's belongings is less than Occupant/Tenant's claim request, Owner shall have no further liability with respect to Occupant/Tenant's claim and the claim shall be closed.

7. Cancellation of the Storage Protection Plan

The Storage Protection Plan provided by Owner is contingent upon the timely payment of the amounts due under the Agreement (which shall include, without limitation, the Storage Protection Plan payment). If a payment is not received within thirty (30) days after the Payment due date, the Storage Protection Plan shall no longer protect your property, and Owner shall not be responsible for reimbursing you for any loss of, or damage to, Occupant/Tenant's stored property from any cause whatsoever. The Storage Protection Plan may be reinstated, at the sole discretion of Owner, upon receipt of all rental and Storage Protection Plan payments and any other charges due and owing under the Agreement. In the event that you have satisfied the conditions of reinstatement, your rights under this Storage Protection Plan Addendum shall be reinstated retroactively immediately following your payment in full. The Storage Protection Plan shall terminate upon termination of the Agreement.

8. The SecureSpace Self Storage Brea Rental Agreement
All terms and conditions of the Rental Agreement not specifically modified by this Addendum are in effect and binding on both Owner and Occupant/Tenant.

NOTICE: This Storage Protection Addendum is not an insurance policy and the Owner is not an insurance company. The Owner or the Owner's agents shall perform the obligations described in this Addendum.

X LH (Initial here) Yes, I want to participate in the Storage Protection Plan. I understand that the Owner's maximum liability for loss of or damage to my stored property is $3000 .

OCCUPANT/TENANT: X Lauren Hansen **Electronically signed on:** 2025-05-27 10:42:44 AM PDT

Coversheet

Approval of the California Charter School Association (CCSA) Membership for 2025-2026 (Renewal)

Section: VIII. Business/Financial Services
Item: G. Approval of the California Charter School Association (CCSA) Membership for 2025-2026 (Renewal)
Purpose: Vote
Submitted by:
Related Material: CCSA Invoice - Excel Academy Charter Schools.doc (1).pdf

BACKGROUND:

The California Charter Schools Association (CCSA) offers yearly membership to charter schools. As a charter school member, Excel Academy would have access to the full benefits of a regionalized and statewide advocacy network, legal support, community provider selection support, renewal guidance, training and professional development.

California Charter Schools Association

PO Box 86087 Los Angeles, CA 90086 • www.ccsa.org

Attn: Accounts Payable
Excel Academy Charter Schools

Membership Invoice

Date		**Member ID**	
5/20/25		A-09305	
Member Type	**Expiration Date**	**Due Date**	
C-Charter School	6/30/2026		
Description		**Number of Students**	**Amount**
A-05422	Excel Academy Charter School Charter School Membership Dues	967	$15,472.00
A-05430	Excel Academy Charter School Helendale Charter School Membership Dues	602	$9,632.00
		Total Amount Due:	**$25,104.00**
		Amount Paid:	$0.00

We appreciate your support and participation! Please email membership@ccsa.org with any questions.

REMITTANCE STUB
(Please Return)

Initial Billing

Membership through 6/30/2025 at the rate of $16.50 a student.

Please make checks payable to the California Charter Schools Association. Mail or fax payment to:

California Charter Schools Association
PO Box 86087 Los Angeles, CA 90086

Payment Method: You can pay by credit card in the member portal. If you have questions or to update your student count please email membership@ccsa.org

Member ID: A-09305
Excel Academy Charter Schools
,

Pay by Wire:
City National Bank
Account #: 401599800
Account Name: California Charter Schools

California
Charter Schools
Association

PO Box 86087 Los Angeles, CA 90086 • www.ccsa.org

Association
Bank Routing #: 122016066
Swift Code: CINAUS6L
EIN: 51-0465703

Link to W-9

Coversheet

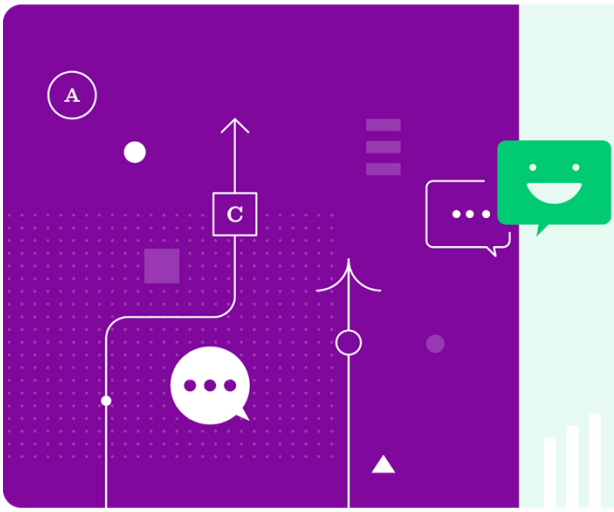
Approval of Amira Learning Reading Difficulties Screener

Section: IX. Education Services
Item: A. Approval of Amira Learning Reading Difficulties Screener
Purpose: Vote
Submitted by:
Related Material: Amira Learning - Reading Difficulties Screener Quote - 25-26.pdf

BACKGROUND:

The Reading Difficulties Screener is a state required assessment that is administered annually to students in K-2 to assess students for risk of reading difficulties, including possible neurological disorders such as dyslexia. The CDE has created a screening list of evidence-based, culturally, linguistically and developmentally appropriate screening options for schools to choose from. K-2 students will be assessed in the Fall using a state approved assessment called Amira Learning. The quote is for K-2 students in Warner and Helendale.

AMIRA LEARNING



THE INTELLIGENT
Growth Engine

Quote

Amira Q-74348

Prepared For

Excel Academy Charter School (Warner Unified School District)

, CA,

Your Amira Partner

Carla Acosta
carla.acosta@amiralearning.com

AMIRA LEARNING

Quote: Q-74348
Prepared For: Excel Academy Charter School (Warner Unified School District)
Expires On: 7/31/2025

Amira Assessment Student License K-2

QTY	Product	Campus	Start Date	Months	Sales Price
400	Amira Assessment Student License K-2		7/01/2025	12	$1,996.00

Start Date: 7/01/2025 Term: 12 End Date: 6/30/2026

List Amount	$1,996.00
Tax Amount	$0.00
Customer Total	$1,996.00

Quote: Q-74348
Prepared For: Excel Academy Charter School (Warner Unified School District)
Expires On: 7/31/2025

Disclaimer: Pricing is as quoted and is subject to change based on any modifications to bundle configurations, enrollment updates, or other adjustments. Additional options are to be paid in full. Totals include applicable taxes, which should be reflected on your Purchase Order (if applicable).

To avoid delays in processing your order, please ensure the following:

- Email your Purchase Order, including the provided quote number, to **orders@amiralearning.com**.
- Digitally sign the contract provided upon commitment with your Amira partner.

Amira Terms of Use: https://amiralearning.com/amira-terms
Amira Privacy Policy: https://amiralearning.com/amira-privacy
Istation Terms of Use: https://amiralearning.com/istation-terms
Istation Privacy Policy: https://amiralearning.com/istation-privacy-policy

Coversheet

Approval of Marsh McLennan Benefits

Section: X. Personnel Services
Item: A. Approval of Marsh McLennan Benefits
Purpose: Vote
Submitted by:
Related Material: _2025-2026 Benefits Presentation.pdf
2025 Excel Academy Benefits Information Guide - FINAL.pdf

EXCEL ACADEMY
A TK-12 Public Charter School

EACS GROUP BENEFITS

Medical, Dental, and Vision
2025-2026

NEW Employer Contribution

- Employee = **$1300**
- Employee + Spouse = **$1400**
- Employee + Children = **$1400**
- Employee + Family = **$1500**

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Meet Marsh McLennan

- Worlds largest broker provides hands on support.
- Less internal manpower required.
- Fully insured solutions provide long term stability and cost control.
- Direct to carrier = access to larger networks and more providers and specialist.
- Using consistent carriers gives us access to bundling discounts. 25-26 = $70k going back into premiums for employee rate relief.

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Crossover

Current Charter LIFE Plans

Kaiser HMO LOW	Anthem EPO Low	Anthem PPO Low	Anthem PPO Base
Kaiser Traditional HMO	**Anthem HMO Classic**	**Anthem PPO Low**	**Anthem HDHP**
SAVINGS	SAVINGS	SAVINGS	SAVINGS
EE+S= $109.73	EE+S= $49.13	EE+S=$287.65	EE+S= $65.15
EE+C= $107.95	EE+C= $14.06	EE+C=$253.53	EE+C= $71.50
Family= $213.70	Family= $128.31	Family= $464.42	Family = $150.91

NEW MMA Plans

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MEDICAL

Extending renewal of all current plans with fully-insured

KAISER

HMO (Classic)

ANTHEM BLUE CROSS

HMO (classic)
PPO (low,high, HDHP)

KAISER

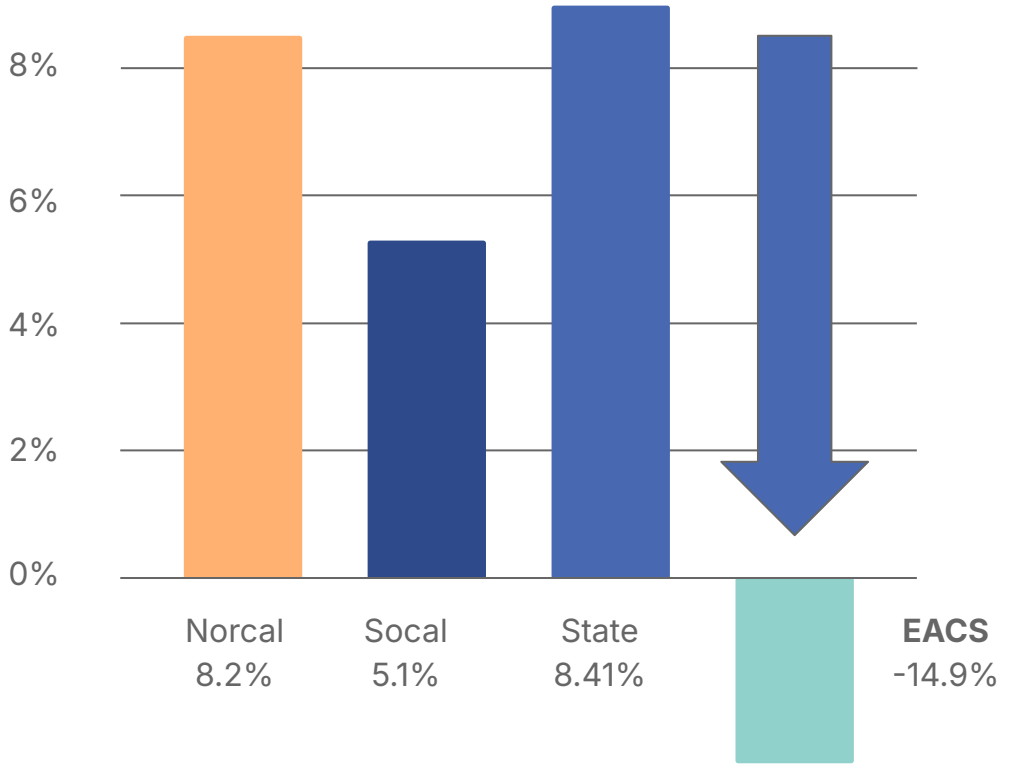
-14.9% Premium Decrease

HOW WE HELPED

Excel Academy Charter School transitioned to a fully insured model with new broker. Guarantees long term coverage and stability.

Kaiser in the marketplace

- Employers have limited direct control over Kaiser's premium increases, but we can influence them through negotiation and strategic plan choices.



Our Goal:

➔ Provide the best coverages with comparable rates - Offering the least expensive plans with poor coverage is NOT our goal.

ANTHEM BLUE CROSS

-1-19% Decrease

HOW WE HELPED

Increased employer contribution

Employee $1300

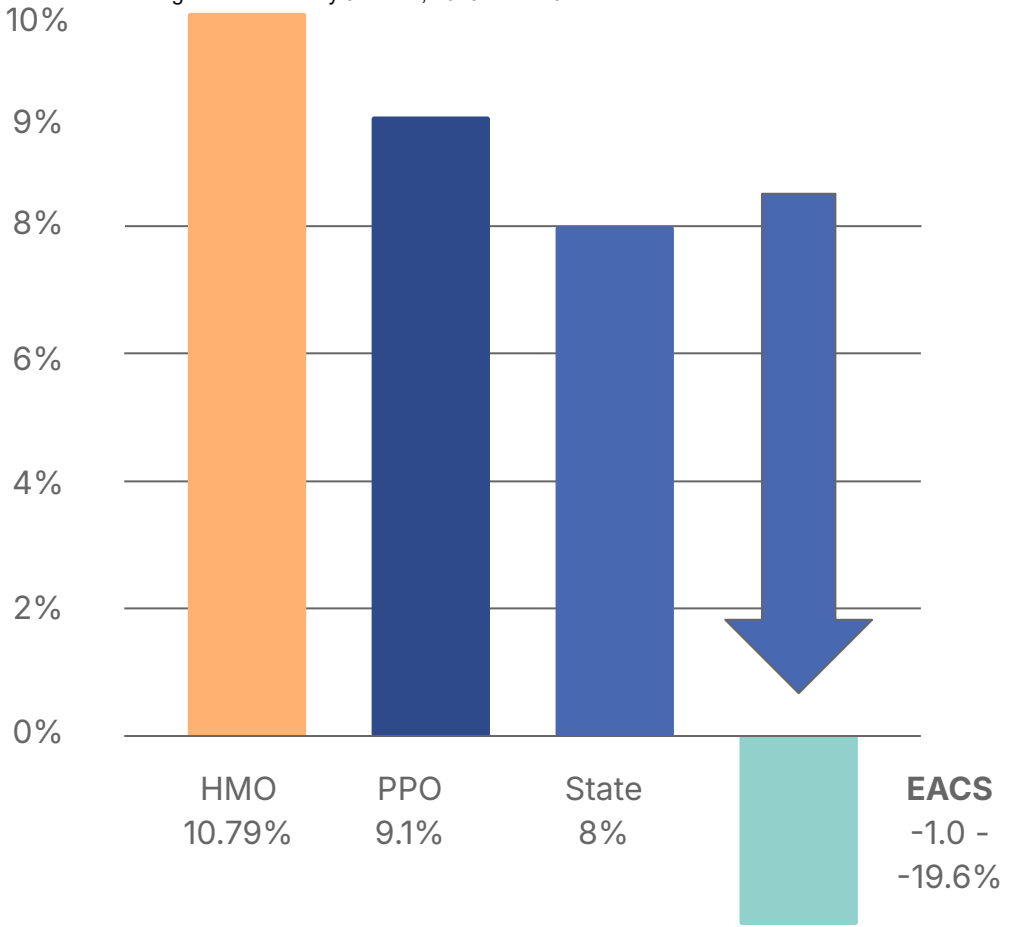
Employee + Spouse $1400

Employee + Children $1400

Family $1500

Anthem in the marketplace

- Employers have limited direct control over Anthem's premium increases, but we can influence them through negotiation and strategic plan choices.



<u>Our Goal:</u>

➔ Provide the best coverages with comparable rates - Offering the least expensive plans with poor coverage is <u>NOT</u> our goal.

DENTAL & VISION

Anthem DENTAL

- Extending renewal on 2 PPO Plans
- 1 HMO PLAN

Blue View VISION

Other ancillary offerings include:

SUPPLEMENTAL

- Accident
- Critical Illness
- LTD
- Hospital

FSA & HSA

- Dependent Care
- Dependent Healthcare
- Health Savings

LIFE INSURANCE

- FREE Employer sponsored $50k
- NEW Buy up to 2x annual compensation (Employee sponsored)

BENEFITS - RETIREMENT

CERTIFICATED

CALSTRS standard employer contribution 19.1%

CLASSIFIED

Employer match 7%

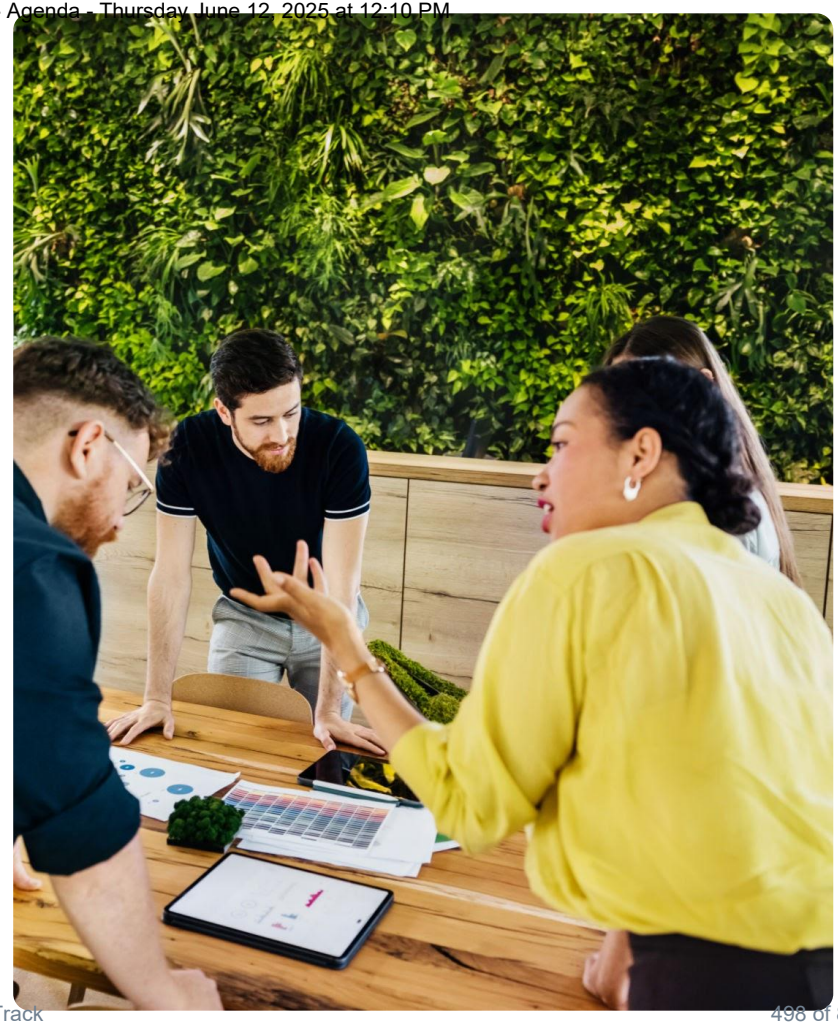
Employer Fully Sponsored

Employee Only

- Kaiser Traditional HMO
- Anthem HMO Classic
- Anthem PPO Classic
- Anthem PPO HSA

Employee + Children

- Anthem HMO Classic



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THANK YOU!

EXCEL ACADEMY
A TK-12 Public Charter School

2025

Benefits Information Guide

Welcome

Your time with your team is important, but there's more to life than work. The benefits you'll find here are carefully chosen to support your life outside of work, whatever it looks like for you. Whether you're checking it out for the first time or stopping by for a visit, this guide is crafted to help you choose the right benefits. We'll talk about medical, dental, spending accounts, and more.

We'll also help you put those benefits to use whenever you need them throughout the plan year. You'll find answers to important questions like "When can I add my new kid to my insurance?"

Grab a cup of coffee, tea, or plant milk, and let's get started.

Plan summary

Does this guide contain everything I need to know about my health plan?

While there are many brief benefit summaries listed throughout this guide, they're just that: summaries. When you're trying to figure out whether a medical service or a medical supply will be paid for by your health plan, it's best to take a look at the Evidence of Coverage or Summary Plan Description as well.

One important thing to note is that in order for a service or supply to be paid for by your health plan, it must be overseen by a doctor. Some of the guidelines for coverage also come down to the type of plan you choose, which you'll learn more about in this guide.

There's more important information in your health plan documents called Evidence of Coverage and Summary Plan Description. These documents have more details about your coverage. You can find them in your benefit administration portal, or by contacting HR. They're the final place you'll need to look if you have questions about your coverage because they're the binding agreement between you and the plan.

If you notice differences between benefits in this guide and the Evidence of Coverage or Summary Plan Description, you should go by what's written in those documents, not this guide.

When you ask your health plan to cover a supply or service, it's called a "claim." These documents have the information you need to get your claim reviewed or to dispute it if you think there's been an error.

If you (and/or your dependents) have Medicare or will become eligible for Medicare in the next 12 months, Federal law gives you more choices about your prescription drug coverage. Please see page (47) for more details.

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The rates quoted for these benefits may be subject to change based on final enrollment and/or final underwriting requirements. This material is for informational purposes only and is neither an offer of coverage nor medical advice. It contains only a partial, general description of the plan or program benefits and does not constitute a contract. Consult your plan documents (Schedule of Benefits, Certificate of Coverage, Group Agreement, Group Insurance Certificate, Booklet, Booklet-certificate, Group Policy) to determine governing contractual provisions, including procedures, exclusions and limitations relating to your plan. All the terms and conditions of your plan or program are subject to applicable laws, regulations and policies. In case of a conflict between your plan document and this information, the plan documents will always govern.

Check out your benefits

Dig into options, programs, and resources

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Keep an eye out for benefit examples

Quick note: these examples are meant to help you understand the different health plans we offer. If you have specific questions, it's a good idea to reach out to Human Resources.

Eligibility & Enrollment

Eligibility & Enrollment

Quick answers to your questions

Who can sign up?

All employees who regularly work at least 30 hours per week are eligible to enroll in our medical/dental/vision program. More good news: you can also cover your spouse, eligible child(ren), and any other individual described in an eligible class for that benefit. Just keep in mind, you may be required to enter into a registered domestic partnership or other official domestic partnership arrangement with a state in order to elect coverage for a domestic partner or your domestic partner's child(ren). Coverage for your domestic partner and children will not be tax-free if they do not qualify as your tax dependent(s).

It may be possible for a registered domestic partner and/or their child(ren) to qualify as your tax dependents for state tax purposes even when they do not qualify as your federal tax dependent(s).

When does my coverage start?

Regular, full-time employees: You can sign up within the first 30 days from your date of hire and coverage will start on the 1st of the month after a 30-day probationary period.

Once you enroll in a benefits plan, you can't make any changes until the end of the plan year, which is from July 1, 2025 to June 30, 2026.

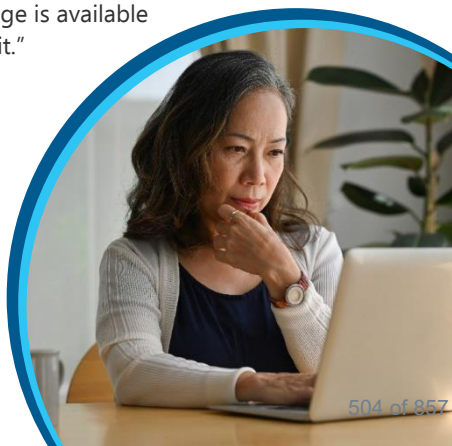
If you miss the deadline to sign up, you can't enroll later unless you experience what's called a Qualifying Life Event Change. It's always a good idea to check with your plan administrator and your section 125 plan document to see if you're allowed to make a mid-year change based on your situation.

How do I sign up?

Paycom

Available as an app for iOS and Android

- Access the Paycom employee self-service website at www.paycom.com and select "Employee."
- Enter your username, password and the last four digits of your social security number. Then select "Log in."
- After logging into Employee Self-Service, you will have an option under the "My Benefits" title in the center of the screen or on the left side of the page for "2025 Benefit Enrollment." Click this button to be taken through the enrollment process.
- Once you complete the enrollment process, you can select "Complete Enrollment". You will be brought to the "Sign and Submit" screen. A printable confirmation page is available to you. Once you are ready to submit your enrollment, click "Sign and Submit."



Can I make changes after I sign up?

After you've signed up, you can only make changes to your benefits if you have what's called a qualifying life event (QLE). A QLE is something that happens to you or someone in your family. The list of QLEs is defined by the federal government. Some examples are:

- Marriage, divorce, or legal separation
- Birth or adoption of a child
- Death of a dependent
- You or your spouse lose or gain coverage through our organization or another employer
- Medicare or Medicaid enrollment
- A special enrollment opportunity to sign up for a plan in the Public Health Insurance Marketplace (i.e. Covered California or another state-run marketplace or Healthcare.gov)

You might be able to add or drop coverage if one or more of these things happen to your family after you sign up. Most Qualified Life Event changes, such as getting married or having a baby, are time-sensitive and must be addressed within 30 days. Alternatively, if you lost eligibility or enrolled in Medicaid, Medicare, or state health insurance programs, you have to submit the request for change within 60 days. It's always a good idea to reach out to your plan administrator or Human Resources to find out if you can make changes.

Do I have to sign up?

No. You can "waive" medical/dental/and/or vision coverage if you're covered through another plan, such as a plan offered through your spouse's job. To waive coverage, you must do so in the Paycom system. Keep in mind that if you waive coverage, you won't be able to enroll in our group benefits again until next year on July 1, 2026, unless you experience a qualifying life event.

If you don't sign up for any health insurance coverage at all, you might have to pay a penalty. Although the federal penalty requiring individuals to maintain health coverage was reduced to $0, some states have their own mandates.

To avoid paying these penalties in certain states, you can sign up for health insurance through our benefits program or purchase coverage from somewhere else, such as from a State or Federal Health Insurance Exchange.

Curious about Healthcare Reform and the Individual Mandate? Reach out to Human Resources or visit www.healthcare.gov. You can also visit www.coveredca.com for details on the Covered California State Health Insurance Exchange.

Medical Plans

Medical Plans

Breaking down plan types (and understanding acronyms)

What's New

Each year, we carefully evaluate the benefit plans and programs we offer, as well as the insurance companies and vendors we partner with. Our goal is to provide you and your loved ones with a comprehensive benefits package designed to cultivate healthy lifestyles and happy individuals.

Anthem CACare HMO Classic Plan

EPO vs. HMO Plan

Similarities

- In both types of plans, members are generally required to use in-network providers for coverage, which creates a familiar framework for those accustomed to the EPO model.
- Like EPOs, HMOs typically offer lower premiums and out-of-pocket costs compared to PPOs.
- Generally, both do not cover out-of-network care except in the case of an emergency.

Differences

- Unlike EPOs, HMOs require members to select a PCP who manages their care.
- In an HMO plan, members are required to get a referral from your PCP to see a specialist.

For more information on the similarities and differences between an EPO and HMO plan, please visit this link: https://www.brainshark.com/mmanational/vu?pi=zGtz6AOMezlANpz0

New! HMO

On a Health Maintenance Organization plan or HMO, your first important step is to choose a Primary Care Physician (PCP). Your PCP will provide you with care or refer you to other services. Any other medical services you need throughout the year must come from a certain group of providers—the ones in the plan's network. If you go to a provider or facility outside the network, the health plan will not pay for those services unless it's an emergency.

Advantages

- Out-of-pocket costs are lower
- Your care is coordinated by your PCP

Ideal if...

...you want less money taken out of your monthly paycheck and are comfortable with a PCP directing your care.

Out-of-pocket costs

Your health plan can charge different fees such as a flat fee called a "copay", a fee that's a percentage of the total cost of the service, called "coinsurance", and an amount that must be paid before your plan kicks in, called a "deductible." Sometimes, these types of fees are lower in an HMO than they are in other types of plans.

EPO vs. HMO Plan

- In both types of plans, members are generally required to use in-network providers for coverage, which creates a familiar framework for those accustomed to the EPO model.
- Like EPOs, HMOs typically offer lower premiums and out-of-pocket costs compared to PPOs.

Using an HMO plan: an example

Ben needed an annual exam but was also worried about an area on his skin. Ben called the primary care physician (PCP) that he elected during Open Enrollment and made an appointment. Ben told the PCP about his skin concerns, and the PCP referred Ben to a dermatologist in the plan network.

That worked great for Ben. He was too overwhelmed to find the dermatologist himself, and he likes coordinating his care with the PCP. Ben paid his visit cost, which will count toward the out-of-pocket cost.

Using an HMO (In-network)

Primary Care Physician › **Referral** › **Specialist**

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PPO

On a Preferred Provider Organization plan or PPO, you have more flexibility to choose your providers. However, you'll save the most money when you choose a provider or hospital inside the health plan's network. You may choose a provider who is not in the health plan's network, but it might cost more.

Advantages

- Choose from more providers
- You won't need a referral to see a specialist

Out-of-pocket costs

Your health plan can charge different fees such as a flat fee called a "copay", a fee that's a percentage of the total cost of the service, called "coinsurance", and an amount that must be paid before your plan kicks in, called a "deductible." On a PPO plan, you'll still be responsible for these types of fees.

Ideal if...

...you want flexibility and provider options. You're comfortable paying more out of your paycheck each month, while paying less out of pocket for your deductible.

Note:

You may choose your health care providers, but keep in mind that you might have to pay more for services that are outside your health plan's network.

Using a PPO plan: an example

Syd was experiencing a lot of anxiety and wanted to see a psychiatrist. Syd went to the insurance company website and located an in-network provider. Syd paid a set copay after visiting the psychiatrist. The psychiatrist prescribed a generic medication and Syd had a copay for that as well. Both payments count toward Syd's out of pocket maximum.

The PPO plan was the best choice for Syd because planning for regular specialist visits was important. By choosing the PPO, Syd saved money by selecting an in-network provider and got great care.

Using a PPO (In-network or Out-of-network)

Primary Care Physician

or

Specialist

HDHP

On a High-Deductible Health Plan (HDHP), you have to pay more out-of-pocket before your health plan starts covering services. The amount you have to pay before the plan kicks in is called the "deductible." To help cover these expenses, you can access a special savings account called a "Health Savings Account (HSA)." You can contribute pre-tax funds to this account and use it to pay for different health-related expenses called "qualified medical expenses."

Advantages

- Your HSA can help you save on taxes
- The amount taken out of your paycheck is lower

Out-of-pocket costs

If you choose an HDHP, you'll pay most of your out-of-pocket expenses upfront until you reach your deductible.

Ideal if...

...you don't usually need much health care throughout the year and have enough money set aside to cover expenses until you reach your deductible.

Note:

You can only use your HSA funds to pay for qualified medical expenses, such as copay fees and purchases of over-the-counter medications. It's a good idea to keep your receipts in case your taxes are audited.

Using an HDHP plan: an example

Taylor rarely goes to the doctor, but when she experienced a fever, chills, and chest congestion, she decided to visit urgent care. Taylor found a nearby in-network urgent care clinic for treatment. Because Taylor hadn't yet met the plan's annual deductible, she used funds from her Health Savings Account (HSA) to pay for the visit.

Taylor had savings set aside after choosing to pay less in monthly premiums, so this visit wasn't a big deal. Taylor paid a coinsurance, which counts toward the plan's annual deductible.

Using a HDHP (In-network or Out-of-network)

HSA Funds › **Primary Care Physician** or **Specialist**

How to find a Provider

To find a provider in your HMO plan's network:

Kaiser Traditional HMO

- Go to www.kp.org and select "Doctors & Locations"
- Search by location, name, or Keywords
- Enter your ZIP code and search
- Available providers' profiles and locations will appear
- Record the 6-digit PCP ID to enter into your enrollment form.

Anthem CACare HMO Classic

- Go to www.anthem.com and select "Find Care"
- Log in for a personalized search or search as a guest for a basic search
- Use the "Select the type of plan or network" drop-down menu and select "Medical Plan or Network"
- Use the "Select the state where the plan or network is offered" drop-down menu and select "California"
- Use the "Select how you get health insurance" drop-down menu and select "Medical (Employer-Sponsored)
- Use the "Select a Plan or Network" drop-down menu and select "Blue Cross HMO (CACare)-Large Group"
- Search by location, doctor, specialty, or hospital
- Available providers' profiles and locations will appear
- Record the 6-digit PCP ID to enter into your enrollment form.

To find a provider in your PPO plan's network:

Anthem PPO Classic

- Go to www.anthem.com and select "Find Care"
- Log in for a personalized search or search as a guest for a basic search
- Use the "Select the type of plan or network" drop-down menu and select "Medical Plan or Network"
- Use the "Select the state where the plan or network is offered" drop-down menu and select "California"
- Use the "Select how you get health insurance" drop-down menu and select "Medical (Employer-Sponsored)
- Use the "Select a Plan or Network" drop-down menu and select "Prudent Buyer PPO"
- Search by location, doctor, specialty, or hospital
- Available providers' profiles and locations will appear

To find a provider in your HDHP's network:

Anthem PPO HSA

- Go to www.anthem.com and select "Find Care"
- Log in for a personalized search or search as a guest for a basic search
- Use the "Select the type of plan or network" drop-down menu and select "Medical Plan or Network"
- Use the "Select the state where the plan or network is offered" drop-down menu and select "California"
- Use the "Select how you get health insurance" drop-down menu and select "Medical (Employer-Sponsored)
- Use the "Select a Plan or Network" drop-down menu and select "Prudent Buyer PPO"
- Search by location, doctor, specialty, or hospital
- Available providers' profiles and locations will appear

Saving money on your medications

Your benefits cover a lot of prescription medications, but how much you pay for them, and how much your health plan covers, is determined by a system of "tiers." These tiers are more like a layer cake than a rating system: The quality is the same no matter where you are, but the higher you go on these tiers, the more expensive and/or hard to access the medication may be.

Here are some examples of the types of medications in each tier:

Tier 1 - Generic Formulary:

These medications have the same active ingredients as brand-name medications, but they cost less.

Tier 2 - Brand name:

These medications are only made by one manufacturer. They're proven to be the most effective medications in their class.

Tier 3 - Non-formulary:

Medications that aren't on your health plan's list of preferred medications, which is called their "formulary." Usually, this happens when there is a safe and effective alternative that is less expensive—often a generic. If your doctor prescribes a non-formulary prescription, it's a good idea to speak with them or your pharmacist about generic alternatives.

Tier 4 - Specialty:

These medications treat chronic or complex conditions. They might require special storage or careful monitoring.

Why pay more for your medications?

Use the mail

You can save time and money by getting your medications shipped directly to you through a mail-order service. You can have a larger quantity, usually an 90-day supply, regularly shipped to your door. Go to www.anthemcom/ca or www.kp.org/getcare to sign-up for delivery service.

Shop around

Some pharmacies offer less expensive medications. Try calling pharmacies inside warehouse clubs or discount stores to see if they offer a lower price. Shopping around could pay off.

Try over-the-counter

For colds, headaches, and other common conditions, over-the-counter medications can sometimes work just as well as prescription ones—and cost a lot less, too.

Need to reach a provider right away?

Telehealth services

Video chat for work, for school, for violin lessons, for…your sore throat? Yes! That miraculous little device in your hand can connect with a doctor for a video or voice chat. You can also use your desktop computer! These virtual visits save time and effort.

Anthem LiveHealth Online

LiveHealth Online offers a great new way to see a doctor without having to go to the doctor. You can simply use a computer and visit a doctor via two-way video or secure instant messaging. Here's a quick guide to show you how it works.

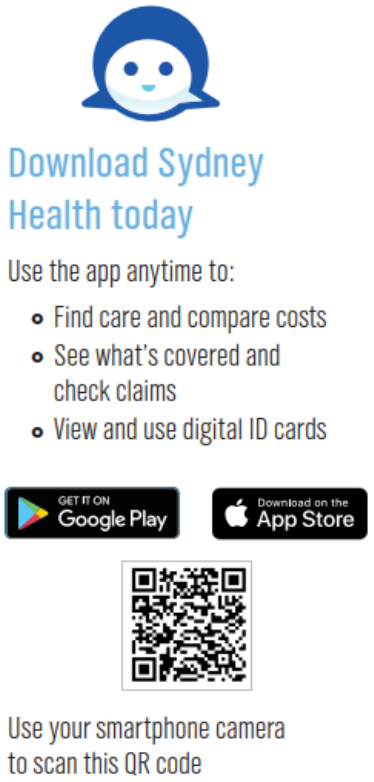
When you first set up an account, you will fill out a health summary that the doctor can review each time you request a visit. This health summary is confidentially stored in your account and is available for future visits.

All you have to do is:

1. Go to LiveHealthOnline.com and click the "Sign Up" link. Only enrolled users will have the option to select from a list of insurance plans to cover the cost of an online visit. Or call LiveHealth Online at 1-844-784-8409 from 7 a.m. to 11 p.m., 24/7.
2. Answer a brief set up questions to create your profile. Choose a secure password so you can get to LiveHealth Online from any computer at any time.
3. Log in by clicking the "Sign In" link at the top right corner of the main page. From there, your home page will show you all your options.

If you are ready to use LiveHealth Online right now:

1. Click the green "Talk Now" button and connect to a doctor.
2. Answer a few questions before you see the doctor.
3. You'll have an opportunity to enroll and save this information for future use once your conversation is complete.



"How much will specific services cost?"

Plan Highlights	Kaiser Traditional HMO
	In-network (Full HMO)
Annual Plan Year Deductible	
Individual	None
Family	None
Maximum Plan Year Out-of-pocket [1]	
Individual	$1,500
Family	$3,000
Professional Services	
Primary Care Physician (PCP)	$30 Copay
Specialist	$30 Copay
Telehealth Visit	No Charge
Preventive Care Exam	No Charge
Diagnostic X-ray and Lab	$10 Copay
Complex Diagnostics (MRI/CT Scan)	$50 Copay
Chiropractic Services (30 visits max)	$15 Copay
Hospital Services	
Inpatient	$500 per admit
Outpatient Surgery	$100 per procedure
Urgent Care	$30 Copay
Emergency Room	$200 (waived if admitted)
Mental Health & Substance Abuse	
Inpatient	$500 per admit
Outpatient	$30 Copay
Retail Prescription Drugs (30-day supply)	
Generic	$15 Copay
Brand-name	$35 Copay
Specialty	30% up to $250
Mail Order Prescription Drugs (100-day supply)	
Generic	$30 Copay
Brand-name	$70 Copay
Specialty	Not Covered

[1] Out-of-pocket maximum is based on the maximum allowable charge the carrier allows. This does not include any balance billing that may occur when using an out-of-network provider.

The above information is a summary only. Please refer to your Evidence of Coverage for complete details of Plan benefits, limitations and exclusions.

"How much will specific services cost?"

Plan Highlights	Anthem CACare HMO Classic
	In-network (CACare Network)
Annual Plan Year Deductible	
Individual	None
Family	None
Maximum Plan Year Out-of-pocket [1]	
Individual	$2,500
Family	$5,000
Professional Services	
Primary Care Physician (PCP)	$30 Copay
Specialist	$50 Copay
Telehealth Visit (Live Health Online)	No Charge
Preventive Care Exam	No Charge
Diagnostic X-ray and Lab	No Charge
Complex Diagnostics (MRI/CT Scan)	$125 per visit
Chiropractic Services (20 visits max)	$30 Copay
Hospital Services	
Inpatient	$500 per admit
Outpatient Surgery	$200 per visit
Urgent Care	$30 Copay
Emergency Room	$200 Copay
Mental Health & Substance Abuse	
Inpatient	$30 Copay
Outpatient	$500 per admit
Retail Prescription Drugs (30-day supply)	
Tier 1a	$5 Copay
Tier 1b	$20 Copay
Tier 2	$40 Copay
Tier 3	$60 Copay
Tier 4	30% up to $250
Mail Order Prescription Drugs (90-day supply)	
Tier 1a	$10 Copay
Tier 1b	$40 Copay
Tier 2	$100 Copay
Tier 3	$150 Copay
Tier 4	30% up to $250

[1] Out-of-pocket maximum is based on the maximum allowable charge the carrier allows. This does not include any balance billing that may occur when using an out-of-network provider.

The above information is a summary only. Please refer to your Evidence of Coverage for complete details of Plan benefits, limitations and exclusions.

"How much will specific services cost?"

Plan Highlights	Anthem PPO Classic 1500/40/60/20		Anthem PPO Classic 500/20/40/10	
	In-network (Prudent Buyer PPO Network)	**Out-of-network**	**In-network (Prudent Buyer PPO Network)**	**Out-of-network**
Annual Plan Year Deductible				
Individual	$1,500	$4,500	$500	$1,500
Family	$4,500	$13,500	$1,500	$4,500
Maximum Plan Year Out-of-pocket [1]				
Individual	$5,000	$15,000	$3,500	$10,500
Family	$10,000	$30,000	$7,000	$21,000
Professional Services				
Primary Care Physician (PCP)	$40 Copay	40% Coinsurance	$20 Copay	30% Coinsurance
Specialist	$60 Copay	40% Coinsurance	$40 Copay	30% Coinsurance
Telehealth Visit (Live Health Online)	No Charge	Not Covered	No Charge	Not Covered
Preventive Care Exam	No Charge	40% Coinsurance	No Charge	30% Coinsurance
Diagnostic X-ray and Lab	20% Coinsurance	40% Coinsurance	10% Coinsurance	30% Coinsurance
Complex Diagnostics (MRI/CT Scan)	20% Coinsurance	40% Coinsurance	10% Coinsurance	30% Coinsurance
Chiropractic Services (30 visits max)	$40 Copay	40% Coinsurance	$20 Copay	30% Coinsurance
Hospital Services				
Inpatient	20% Coinsurance	40% Coinsurance	10% Coinsurance	30% Coinsurance
Outpatient Surgery	20% Coinsurance	40% Coinsurance	10% Coinsurance	30% Coinsurance
Urgent Care	$40 Copay	40% Coinsurance	$20 Copay	30% Coinsurance
Emergency Room	$150 per visit + 20% coinsurance		$150 per visit + 10% coinsurance	
Mental Health & Substance Abuse				
Inpatient	20% Coinsurance	40% Coinsurance	10% Coinsurance	30% Coinsurance
Outpatient	$40 Copay	40% Coinsurance	$20 Copay	30% Coinsurance
Retail Prescription Drugs (30-day supply)				
Tier 1a	$5 Copay	50% up to $250	$5 Copay	50% up to $250
Tier 1b	$20 Copay		$15 Copay	
Tier 2	$30 Copay		$30 Copay	
Tier 3	$50 Copay		$50 Copay	
Tier 4	30% up to $250		30% up to $250	
Mail Order Prescription Drugs (90-day supply)				
Tier 1a	$10 Copay	50% up to $250	$10 Copay	50% up to $250
Tier 1b	$40 Copay		$30 Copay	
Tier 2	$75 Copay		$75 Copay	
Tier 3	$125 Copay		$125 Copay	
Tier 4	30% up to $250		30% up to $250	

[1] Out-of-pocket maximum is based on the maximum allowable charge the carrier allows. This does not include any balance billing that may occur when using an out-of-network provider.

"How much will specific services cost?"

Plan Highlights	Anthem PPO HSA 3300/20	
	In-network (Prudent Buyer PPO)	**Out-of-network**
Annual Plan Year Deductible		
Individual	$3,300	$9,900
Family	$6,600	$19,800
Maximum Plan Year Out-of-pocket [1]		
Individual	$5,600	$16,800
Family	$11,200	$33,600
Professional Services		
Primary Care Physician (PCP)	20% Coinsurance	40% Coinsurance
Specialist	20% Coinsurance	40% Coinsurance
Telehealth Visit (Live Health Online)	No Charge	No Covered
Preventive Care Exam	No Charge	40% Coinsurance
Diagnostic X-ray and Lab	20% Coinsurance	40% Coinsurance
Complex Diagnostics (MRI/CT Scan)	20% Coinsurance	40% Coinsurance
Chiropractic Services (30 visits max)	20% Coinsurance	40% Coinsurance
Hospital Services		
Inpatient	20% Coinsurance	40% Coinsurance
Outpatient Surgery	20% Coinsurance	40% Coinsurance
Urgent Care	20% Coinsurance	40% Coinsurance
Emergency Room	20% coinsurance	
Mental Health & Substance Abuse		
Inpatient	20% Coinsurance	40% Coinsurance
Outpatient	20% Coinsurance	40% Coinsurance
Retail Prescription Drugs (30-day supply)		
Tier 1a	$5 Copay	40% up to $250
Tier 1b	$15 Copay	
Tier 2	$40 Copay	
Tier 3	$60 Copay	
Tier 4	30% up to $250	
Mail Order Prescription Drugs (90-day supply)		
Tier 1a	$10 Copay	40% up to $250
Tier 1b	$30 Copay	
Tier 2	$100 Copay	
Tier 3	$150 Copay	
Tier 4	30% up to $250	

[1] Out-of-pocket maximum is based on the maximum allowable charge the carrier allows. This does not include any balance billing that may occur when using an out-of-network provider.

The above information is a summary only. Please refer to your Evidence of Coverage for complete details of Plan benefits, limitations and exclusions.

Supplemental Health Plans

Supplemental Health Plans

Prepare for the unexpected twists and turns

Critical Illness Insurance

If you choose to sign up for this coverage, Anthem will pay you a lump sum of money if you're diagnosed with a specific critical illness.

What can critical illness coverage pay for?

This type of coverage pays you directly in cash, so you can use the funds however you want. Here are a few examples:

- Medical expenses
- Lost income
- Everyday expenses such as groceries and utilities
- Alternative treatments
- Lodging and travel to see specialists

Some covered illnesses:

- Cancer
- Heart Attack
- Stroke
- Alzheimer's
- Kidney Failure
- Organ Transplant

100% employee-paid

Your employer doesn't cover any part of this optional benefit. If you choose to sign up, the cost of coverage will be deducted from your paycheck. Monthly post-tax rates are outlined below:

	$10k Plan				$20k Plan			
Age	Employee	Employee + Spouse	Employee + Child(ren)	Employee + Family	Employee	Employee + Spouse	Employee + Child(ren)	Employee + Family
<25	$3.63	$5.95	$5.54	$8.18	$6.18	$9.76	$9.03	$13.09
25 –29	$4.46	$7.20	$6.37	$9.43	$7.73	$12.08	$10.58	$15.41
30 –34	$5.01	$8.05	$6.92	$10.28	$8.78	$13.69	$11.63	$17.02
35–39	$6.33	$10.05	$8.24	$12.28	$11.39	$17.60	$14.24	$20.93
40 –44	$8.48	$13.37	$10.39	$15.60	$15.60	$24.02	$18.45	$27.35
45 –49	$12.46	$19.54	$14.37	$21.77	$23.43	$36.10	$26.28	$39.43
50 –54	$17.19	$26.91	$19.10	$29.14	$32.81	$50.65	$35.66	$53.98

Election	Benefit Amounts & Guaranteed Issue
Employee	$10,000 or $20,000 (All Guaranteed Issue)
Spouse	Up to 50% of Employee benefit election (All Guaranteed Issue)
Child(ren)	Children are automatically covered at 50% of employee

Using critical illness insurance: an example

Theo was diagnosed with cancer and needed a life-saving surgery right away, followed by chemotherapy. Theo's health plan required he pay the deductible and a co-insurance after the hospital stay. Critical illness insurance provided a lump-sum cash payment after Theo's diagnosis. Theo used the funds to cover his deductible and co-insurance fees, plus the co-pay for each chemo session. Theo was able to pay his rent and hire a part-time dog walker, too, so he could focus all his energy on getting well.

Want to learn more?

You have to sign up for this type of coverage when you first become eligible, or during the annual open enrollment period. For more info, visit www.anthem.com .

Hospital Insurance

Hospital stays are difficult, especially if your health plan doesn't cover costs. To help ensure you can afford a hospital stay, you can sign up for hospital insurance through Anthem. This benefit will pay cash to you or your family to offset medical and non-medical bills that you get after staying in the hospital.

What can hospital insurance pay for?

This type of coverage pays you directly in cash, so you can use the funds however you want. Here are a few examples:

- Copayments
- Deductibles
- Transportation expenses
- Child care
- Lodging expenses for a companion
- Lost income

100% employee-paid

Your employer doesn't cover any part of this optional benefit. If you choose to sign up, the cost of coverage will be deducted from your paycheck. Monthly post-tax rates are outlined below:

Election	Monthly Contribution
Employee Only	$11.66
Employee + Spouse	$24.12
Employee + Child(ren)	$17.50
Family	$30.70

Using hospital insurance: an example

Morgan needed gallbladder removal surgery, and due to some complications, had to stay in the hospital for five days. Morgan has health insurance, but it didn't cover the full cost of the stay. Morgan's health plan required she pay the deductible and a co-insurance fee. Hospital insurance helped make up the difference. It paid a set amount for an admission benefit plus a set amount for each additional day. This helped reduce Morgan's cost for her stay.

Out-of-Pocket Expenses	Hospital Indemnity
$500 deductible	$1,000 admission benefit
$3,000 co-insurance	$150/day x 4 additional days = $600
Total: $3,500	Total benefits paid to Morgan: $1,600

Want to learn more?

You have to sign up for this type of coverage when you first become eligible, or during the annual open enrollment period. For more info, visit www.anthem.com.

Accident Insurance

We all know they happen, but not everyone is prepared. Accident insurance is optional coverage that helps you pay for expenses if something unexpected occurs. The benefits are paid directly to you to help cover specific treatments, and the amount depends on the type of injury you have and what care you need.

What can accident insurance pay for?

This type of coverage pays you directly in cash, so you can use the funds however you want. You could use the funds to pay for:

- Emergency room visits
- Ambulance transportation
- Doctor visits
- Hospital admission
- Surgery
- Medical equipment
- Outpatient therapy
- Diagnostic imaging

100% employee-paid

Your employer doesn't cover any part of this optional benefit. If you choose to sign up, the cost of coverage will be deducted from your paycheck. Monthly post-tax rates are outlined below:

Election	Monthly Contribution
Employee Only	$5.31
Employee + Spouse	$8.30
Employee + Child(ren)	$8.66
Family	$13.67

Using accident insurance: an example

Sam was involved in a car accident and needed physical therapy. The treatment was intense, so Sam couldn't work during recovery. Sam's accident insurance policy provided payments that Sam could use towards things such as the out-of-pocket costs of treatment, monthly mortgage payments, or daycare fees. Accident insurance helped Sam focus on recovery instead of worrying about how to pay for it.

Covered Event/Injury	Benefit Amount
Ambulance (ground)	$300
Emergency room care	$150
Physician follow-up ($75 x 2)	$150
X-ray	$50
Concussion	$150
Broken tooth (repaired by crown)	$300
Total benefit paid by Sam's Accident Plan	$1,100

Want to learn more?

You have to sign up for this type of coverage when you first become eligible, or during the annual open enrollment period. For more info, visit www.anthem.com.

Wellness Programs

Wellness Programs

Benefits for your body and mind

What is wellness—and why should I care?

The steps to choosing your benefits may be getting clearer, but when it comes to your overall well-being, it's all about the journey, not the destination. Be sure to bring along the right tools and an enthusiastic support system! Healthy, active lifestyles can help reduce the risk of chronic disease and may lower your annual health care costs. Your wellness benefits support this approach to total well-being for your mind and body. Plus, they're free.

Time Well Spent

This free Anthem program will give you and your enrolled dependents tools to live healthier, feel better, and save money. Topics include preventive care, anxiety and depression, stress reduction, tobacco cessation, fitness and weight loss, diet and nutrition, and more. You can even get help navigating the health care system and making the most of your benefits. Check out https://timewellspent-ca.anthem.com/index.php/employee-education to see your wellness toolkit.

Healthy Lifestyles Program

This program from Kaiser Permanente helps you and your enrolled dependents improve your health with free, customized online programs for smoking cessation, nutrition, sleep, and stress. Start by filling out the online questionnaire at kp.org/healthylifestyles to get your free, customized program.

One Pass

Make a commitment to your overall well-being by joining One Pass Select Affinity from Optum. Choose a fitness plan and get unlimited access to all locations available within that plan, plus extensive digital resources.

- 5 membership tiers with different monthly fees.
- 19,000+ gym locations and boutique studios
- 24,000+ on-demand and livestreamed classes
- Digital tools to track and progress and an AI workout builder
- 10% off memberships for family and friends
- No long-term contracts – change tiers monthly or cancel within 30 days
- Groceries and household essentials delivered with Walmart+ and Shipt

Learn more at www.kp.org/exercise

Dental Plans

Dental Plan HMO

Taking care of your smile

Anthem

With the Dental HMO plan, your first important step is to choose a primary care dentist in the Anthem network so you and any dependents are covered. Your dentist will then either provide the care you need or refer you to a specialist.

If you see a dentist who isn't in your network, you'll have to pay the entire bill yourself. To avoid that, be sure to check if your dentist is in the provider network by searching on www.anthem.com/ca or call Anthem.

"How much will specific services cost?"

Plan Highlights	Anthem Dental HMO
	In-network Only
Calendar Year Deductible/Annual Maximum	None
Preventive	
Examinations	No Charge
X-rays	No Charge
Cleanings (2 per 12 months)	No Charge
Basic Services	
Amalgam Fillings (only)	$5 - $20
Extractions	$40
Root Canals	$225
Major Services	
Bridges	$175 - $235
Dentures	$215
Crowns	$225 (plus cost of metal)
Orthodontia Services	
Adults	$1,895
Children	$1,695

The above information is a summary only. Please refer to your Evidence of Coverage for complete details of Plan benefits, limitations and exclusions.

Dental Plan PPO

Taking care of your smile

Anthem

With the Dental PPO plan, you can pick any licensed dentist. Just keep in mind that your dental plan has settled on lower rates with a smaller group of providers—those in their network. If you choose a dentist outside that network for yourself or your dependents, you might have to pay more.

To find out if your dentist is in your provider network, you can search on www.anthem.com/ca or call Anthem.

"How much will specific services cost?"

Plan Highlights	Dental PPO Low		Dental PPO High	
	In-network (Dental Complete)	**Out-of-network**	**In-network (Dental Complete)**	**Out-of-network**
Calendar Year Deductible				
Individual	$50		$50	
Family	$150		$150	
Annual Maximum	$1,000		$2,000	
Preventive	No Charge		No Charge	
Basic Services	20% coinsurance		20% coinsurance	
Major Services	50% coinsurance		50% coinsurance	
Orthodontia Services				
Children to age 18	50% coinsurance		50% coinsurance	
Adult	Not Covered		50% coinsurance	
Lifetime Maximum	$1,500		$2,500	

The above information is a summary only. Please refer to your Evidence of Coverage for complete details of Plan benefits, limitations and exclusions.

Vision Plans

Vision Plans

Bringing your benefits into focus

Anthem offers vision coverage as a Preferred Provider Organization (PPO) plan. With the vision plan, you can pick where to receive services. Just keep in mind that your vision plan has settled on lower rates with a smaller group of vision providers—those in their network. If you choose a vision provider outside that network for yourself or your dependents, you will have to pay for all the expenses yourself at the time of service. Then, you'll submit a claim, and Anthem will reimburse you up to a certain "allowed" amount.

To find out if a vision provider is in your network, you can search on www.anthem.com/ca or call Anthem.

Plan Highlights	Anthem Vision PPO	
	In-network (Blue View Vision)	**Out-of-network**
Exam – Every 12 months	$10 Copay	Reimbursed Up to $42
Lenses – Every 12 months		
Single	$10 Copay	Reimbursed Up to $40
Bifocal	$10 Copay	Reimbursed Up to $60
Trifocal	$10 Copay	Reimbursed Up to $80
Frames – Every 12 months	$200 Allowance + 20% off remaining balance	Reimbursed Up to $45
Additional Pairs of Glasses	40% off retail price	Not Covered
Contacts – Every 12 months, in lieu of lenses & frames		
Medically Necessary	Covered in full	Reimbursed Up to $210
Cosmetic	$200 Allowance	Reimbursed Up to $105
LASIK	Discounts available	

The above information is a summary only. Please refer to your Evidence of Coverage for complete details of Plan benefits, limitations and exclusions.

INDEPENDENT PROVIDER NETWORK + LENSCRAFTERS PEARLE VISION OPTICAL

GLASSES.COM contactsdirect 1800contacts Ray-Ban befitting OAKLEY

Spending Accounts

Spending Accounts

Make your money work for you

Health Savings Account (HSA)

When you sign up for the Anthem PPO HSA, you can open a type of bank account called a Health Savings Account (HSA). This account allows you to save money for qualified health care expenses, such as your deductible, copayments, and other out-of-pocket expenses. The money you put in your HSA is not federally taxed.

What to know about your health savings account

It's all yours—you own your HSA and your funds can accumulate year after year

You choose how much to contribute up to an annual maximum

You have to be enrolled in a High-Deductible Health Plan in order to contribute

HSA funds are not taxed as long as you use the funds for qualified expenses

OPTUM Financial™

HSA Facts

What are the benefits?	• HSA funds aren't taxed and can continue to grow tax-free, subject to state law. Talk to your tax advisor to find out what applies in your state. • An HSA reduces your taxable income, so it may allow you to pay for qualified health care expenses tax-free. Just remember that tax regulations vary by state.
How do I become eligible to contribute to an HSA?	• You're eligible if you enrolled in an HDHP. There are a few other rules to keep in mind, as well. You can't be enrolled in non-qualified health insurance outside of Excel Academy Charter School's plan or in Medicare, can't be claimed as a dependent on someone else's tax return (excluding a spouse), can't get any hospital care or medical services from the Veterans Administration in the previous three months (unless these services were related to a service-connected disability) and can't be enrolled in a general Healthcare Flexible Spending Account (Health FSA) or a general Health Reimbursement Arrangement (HRA).

How do I get started?	• If you're ready to activate your HSA:
	  ◦ Participants will receive an enrollment letter from Optum Bank.
	  ◦ Once you have received the letter you can go to www.optumbank.com and register/create a username and password.
	• Once the HSA is activated, you can manage and access your account at any time by visiting www.optum.com. For questions about account activation, contact Optum or visit www.optum.com.
	• When you want to make a qualified purchase, the most convenient way is by using your HSA debit card. You can also use your own cash or a personal credit card and reimburse yourself through your online HSA. Just make sure to keep your receipts—they'll be important if you ever get audited by the Internal Revenue Service (IRS). Consult your tax advisor for taxation information or advice.

A few rules to keep in mind... (2025 rates)	• For 2025, the maximum that you and your employer together can contribute to your HSA account is $4,300 if you are enrolled in the HDHP for employee-only coverage. If you're enrolled in a plan with dependents, the maximum is $8,550. There is a $1,000 catch up for those employees age 55 and older. This maximum is set by the IRS, and it's important that you don't go over it. • If you go over the IRS limit, the amount you go over will be taxed at standard income tax rates, plus a 6% excise tax. • If you use your HSA funds to pay for non-qualified expenses, you'll pay taxes on the funds as well as a 20% penalty (unless you are over age 65). Once you reach age 65, you can use your hoarded cash however you want. You can find more info about qualified health care expenses at https://www.irs.gov/publications/p969#en_US_2023_publink1000204083. • Typically, the amount you can contribute to your HSA in a calendar year is pro-rated based on when you became eligible. So, if you become HSA-eligible on September 1st, you can only contribute ⅓ of the maximum annual limit during your first year of enrollment. However, under the Full-Contribution Rule, you can still contribute up to the annual maximum as long as: • You're HSA-eligible on Dec. 1 of the plan year, and • You're still HSA-eligible through Dec. 31 of the following year

Flexible Spending Account (FSA)

With this type of account, you and your spouse, plus any eligible dependents, can use pre-tax dollars to cover health care/dependent care. There are different types of FSAs, but they all help reduce your taxable income. Here are the different types of FSAs available to you.

FSA Type		Detail
	Healthcare FSA	• Can reimburse for eligible healthcare expenses not covered by your medical, dental, and vision insurance. • Maximum contribution for 2025 is $3,300.
	Dependent Care FSA	• Can be used to pay for a child's (up to the age of 13) childcare expenses and/or care for a disabled family member in the household, who is unable to care for themselves. • Eligibility rules require that if you are married, your spouse needs to be working, looking for work or attending school full-time. • Maximum contribution for 2025 is $5,000.

Please note: If you'd like to participate in an HSA compatible plan (i.e., HDHP), you should not elect the Healthcare FSA because you would no longer be eligible to contribute to your HSA.

Questions about your FSA? Reach out to TPA/Human Resources.

How to use your FSA

Estimate how much you'll need to cover with FSA funds this year.

Set up annual (pre-tax) deductions from your paycheck.

Use your FSA debit card for purchases made on your own behalf.

Use it or lose it! FSA funds don't roll over to the next year. Don't panic, though - you can still use the funds during a grace period through September 14, 2026.

Life & Disability

Life & Disability

Life Insurance and AD&D

There's no easy way to talk about death, but your family might need help if something happens to you. A life and accidental death and dismemberment (AD&D) policy can provide that help. You are automatically signed up for this benefit and your family will be paid a lump sum of money when you die. If your death was caused by an accident, or if you lose a limb, you or the people you choose, called "beneficiaries," may get additional coverage.

Excel Academy Charter School pays for 100% of this benefit through Guardian. It includes the following:

- Basic Life Insurance of 1x annual earnings up to $150k
- AD&D of 1x annual earnings up to $150k
- Your benefits may reduce when you turn 65

Quick note on IRS Regulations: You can receive employer-paid life insurance coverage up to $50,000 on a tax-free basis and do not have to report the payment as income. However, coverage of more than $50,000 will trigger taxable income for the "economic value" of the coverage provided to you.

Guardian

Voluntary Life and AD&D

If you would like to supplement your employer paid insurance, additional Life and AD&D coverage for you and your dependents is available for purchase on a payroll deduction basis through Guardian.

- **For employees:** Increments of $10,000 up to a maximum of $500,000.
- **For your spouse:** Increments of $50,000, up to a maximum of $100,000, not to exceed 100% of employee benefit.
- **For your child(ren):** Birth to 14 days, $1,000. 14 days old up to age 26 years, $10,000, not to exceed 100% of employee benefit.

Any amounts of insurance over the guarantee issue benefit are subject to review of good health by the insurance company. Insurance amounts subject to review will not be effective until the insurance company approves.

If you do not enroll in the plan within the initial enrollment period, **any** amount of supplemental life insurance will require proof of good health, which is subject to approval by the insurance company before the insurance is effective. For more information regarding this plan, review the plan summary detail.

Please note: Benefits coverage may reduce when you reach age 70. Restrictions may apply if you and/or your dependent(s) are confined in the hospital or terminally ill. Please refer to your Summary Plan Description for exclusions and further detail.

Cost of Employee Voluntary Coverage

Age of Insured	Monthly Rate per $1,000
15-24	$0.070
25-29	$0.070
30-34	$0.080
35-39	$0.100
40-44	$0.150
45-49	$0.260
50-54	$0.430
55-59	$0.680
60-64	$1.060
65-69	$1.900
70-74 (Benefit may reduce to 50%)	$3.390
75+ (Benefit may reduce to 35%)	$5.600
AD&D	$0.020

Cost of Spousal Voluntary Coverage

Age of Insured (Based off Employee's Age)	Monthly Rate per $1,000
15-24	$0.070
25-29	$0.070
30-34	$0.080
35-39	$0.100
40-44	$0.150
45-49	$0.260
50-54	$0.430
55-59	$0.680
60-64	$1.060
65-69	$1.900
70-74 (Benefit may reduce to 65%)	$3.390
75+ (Benefit may reduce to 50%)	$5.600
AD&D	$0.020

Dependent Child Coverage

Benefit Amount	Monthly Rate per $1000
Child Life	$0.160
Child AD&D	$0.020

Disability Insurance

When you're too sick or injured to work, you need time to focus on healing—not worrying about your income. Enrolling in disability insurance offers you and your family peace of mind by helping to replace some of your income if you have a non-work related illness or injury. Your eligibility may be based on disability for your occupation or any occupation.

Your Plans	Coverage Details
Employer-Paid Long Term Disability (LTD)	• If your disability extends beyond 90 days, the LTD coverage through Guardian can replace 60% of your earnings, up to maximum of $10,000 per month. • Your benefits may continue to be paid until you reach social security normal retirement age as long as you meet the definition of disability.

Note: Please note, the state you reside in may provide a partial wage-replacement disability

Guardian

Employee Assistance Program (EAP)

Employee Assistance Program

Free resources for tough moments

Your Employee Assistance Program (EAP) is a set of services that can support you through personal and professional challenges with resources, information, and counseling. Everything is confidential—what you talk about won't be shared with your employer—and free.

Program Component	Coverage Details
Number of sessions	3 face-to-face sessions per year per member per incident
How to access	Phone or face-to-face sessions
Topics may include	**Mental Health Support:** • Marital, relationship or family problems • Bereavement or grief counseling • Substance use disorder and recovery **Community Support:** • Child and eldercare • Legal services and identity theft • Financial support
Who can utilize	You, your dependents, and even other members of your household.

Get in touch:

- By phone: 855.239.0743
- Online: www.guidanceresources.com
- App: GuidanceNow
- Organization web ID: Guardian

Guardian

Perks & More

Pet Insurance

Finally, the fun stuff

Your benefits package isn't all insurance. It still knows how to have fun. In that spirit, your employer gives you these perks.

Total Pet Plan

For many of us, our pets are just as special and loved as our family members. That's why it's important we protect their health too! As a voluntary benefit, Excel Academy Charter School provides all benefits eligible employees with an opportunity to enroll in Total Pet Plan through Pet Benefit Solutions. Coverage is available for dogs, cats, birds and exotics.

For new pet enrollments visit https://www.petbenefits.com/land/excelacademy or call 800.891.2565

- Up to 40% off on products like prescriptions, preventatives, food, toys, and more.
- Instant savings on your pet's in-house medical services at participating vets.
- No exclusions due to age, health, pre-existing conditions or type of pet.
- Access real-time vet support, even when your vet's office is closed.
- Special deals and promotions from national pet retailers and service providers.

Election	Monthly Contribution
One Pet Plan	$11.78
Family Plan	$18.50

Costs & Directory

Costs Breakdown - Medical

Let's sum it all up!

The rates below are effective July 1, 2025 – June 30, 2026.

Coverage Level	Total Cost	Contributions	
	Monthly	Excel Academy Charter School Monthly	Employee Monthly
Kaiser Traditional HMO			
Employee Only	$838.49	$838.49	$0.00
Employee and Spouse/Domestic Partner	$1,844.68	$1,400.00	$444.68
Employee and Child(ren)	$1,509.28	$1,400.00	$109.28
Employee and Family	$2,599.32	$1,500.00	$1,099.32
Anthem CACare HMO Classic 30/50/500			
Employee Only	$753.16	$753.16	$0.00
Employee and Spouse/Domestic Partner	$1,656.95	$1,400.00	$256.95
Employee and Child(ren)	$1,355.69	$1,355.69	$0.00
Employee and Family	$2,334.80	$1,500.00	$834.80
Anthem PPO Classic 1500/40/60/20			
Employee Only	$1,128.64	$1,128.64	$0.00
Employee and Spouse/Domestic Partner	$2,483.01	$1,400.00	$1,083.01
Employee and Child(ren)	$2,031.55	$1,400.00	$631.55
Employee and Family	$3,498.78	$1,500.00	$1,998.78
Anthem PPO Classic 500/20/40/10			
Employee Only	$1,367.64	$1,300.00	$67.64
Employee and Spouse/Domestic Partner	$3,008.81	$1,400.00	$1,608.81
Employee and Child(ren)	$2,461.75	$1,400.00	$1,061.75
Employee and Family	$4,239.68	$1,500.00	$2,739.68
Anthem PPO HSA 3300/20			
Employee Only	$960.25	$960.25	$0.00
Employee and Spouse/Domestic Partner	$2,112.55	$1,400.00	$712.55
Employee and Child(ren)	$1,728.45	$1,400.00	$328.45
Employee and Family	$2,976.78	$1,500.00	$1,476.78

Costs Breakdown – Dental & Vision

Let's sum it all up!

The rates below are effective July 1, 2025 – June 30, 2026.

Excel Academy Charter School is committed to supporting your health and well-being through generous contributions to your benefits. The employer contributes the following amounts based on your coverage level:

Employee Only: $1,300

Employee + Spouse: $1,400

Employee + Child(ren): $1,400

Employee + Family: $1,500

These contributions are first applied toward your medical coverage. Any remaining amount can then be utilized for dental and vision expenses, ensuring you have comprehensive support for your healthcare needs.

Coverage Level	Total Monthly Cost
	Monthly
Anthem Dental HMO	
Employee Only	$11.25
Employee + One	$22.50
Employee +Family	$37.13
Anthem Dental PPO Low	
Employee Only	$46.09
Employee + One	$85.82
Employee +Family	$141.04
Anthem Dental PPO High	
Employee Only	$55.80
Employee + One	$108.50
Employee +Family	$179.22
Anthem Vision PPO	
Employee Only	$9.96
Employee + One	$19.68
Employee +Family	$32.24

Directory & Resources

Below, please find important contact information and resources for Excel Academy Charter School.

Information Regarding	Group / Policy #	Contact Information	
Enrollment & Eligibility			
Human Resources: Megan Anderson		714.336.4220	manderson@excelacademy.education
Online Enrollment Vendor: Paycom			www.paycom.com
Medical Coverage			
Kaiser HMO	237130	833-574-2273	www.kp.org
Anthem HMO PPO HSA	L13893	800-331-1476	www.anthem.com/ca
Dental Coverage			
Anthem Dental HMO Dental PPO	L13893	800-331-1476	www.anthem.com/ca
Vision Coverage			
Anthem Blue View PPO	L13893	800-331-1476	www.anthem.com/ca
Life, AD&D and Disability			
Guardian Basic Life and AD&D Voluntary Life Long-Term Disability	00081938	888.600.1600	www.guardiananytime.com
Flexible Spending Accounts			
Optum		800-243-5543	www.optum.com/FSAIntro
Health Savings Account			
Optum		866-234-8913, option 1	www.optum.com/HSAIntro
Employee Assistance Plan			
Guardian		855.239.0743	www.guidanceresources.com
Pet Benefit Solutions			
Total Pet	10093	800.891.2565	www.petbenefits.com/land/excelacademy
Benefits Broker			
Marsh & McLennan Insurance Agency LLC 1 Polaris Way Aliso Viejo, CA 92656 CA Insurance License# 0H18131		800.321.4696	www.MarshMMA.com
CA Insurance License #4062304	Marissa Fernandez	949.425.7324	Marissa.Fernandez@MarshMMA.com
CA Insurance License #0L30922	Michael Fernan	714.837.1925	Michael.Fernan@MarshMMA.com
CA Insurance License #4322553	Reese O'Neil	949.637.8855	Reese.Davidson@MarshMMA.com

Thanks for Reading

This guide contains just a few (or a few more than a few) words about your benefits, but it represents a network of resources and support. Now it's time to get back to living—knowing that this guide is here when and if you ever need it. If questions slow you down, keep in mind that the Excel Academy Charter School HR Team would be happy to help.

Here's to a happy, healthy year ahead!

Excel Academy Charter School's Health and Welfare Benefits Annual Notice Packet

For the 2025 Plan Year.

Dear Valued Employee,

Enclosed is a packet of notices and disclosures that pertain to your employer-sponsored health and welfare plans, as required by federal law.

Enclosures:

- ☐ Medicare Part D Creditable Coverage Notice
- ☐ HIPAA Special Enrollment Rights Notice
- ☐ HIPAA Notice of Privacy Practices
- ☐ Children's Health Insurance Program (CHIP) Notice
- ☐ Women's Health and Cancer Rights Act (WHCRA) Notice
- ☐ Newborns' Mothers Health Protection Act (NMHPA) Notice
- ☐ General Notice of COBRA Continuation Rights

Should you have any questions regarding the content of the notices, please contact Human Resources.

Medicare Part D
Creditable Coverage Notice

Important Notice from Excel Academy
About Your Prescription Drug Coverage and Medicare

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage with Excel Academy Charter School and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to join a Medicare drug plan. If you are considering joining, you should compare your current coverage, including which drugs are covered at what cost, with the coverage and costs of the plans offering Medicare prescription drug coverage in your area. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

There are two important things you need to know about your current coverage and Medicare's prescription drug coverage:

1. **Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage if you join a Medicare Prescription Drug Plan or join a Medicare Advantage Plan (like an HMO or PPO) that offers prescription drug coverage. All Medicare drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.**
2. **Excel Academy Charter School has determined that the prescription drug coverage offered by the Excel Academy Charter School Health and Welfare Plan is, on average for all plan participants, expected to pay out as much as standard Medicare prescription drug coverage pays and is therefore considered Creditable Coverage. Because your existing coverage is Creditable Coverage, you can keep this coverage and not pay a higher premium (a penalty) if you later decide to join a Medicare drug plan.**

When Can You Join A Medicare Drug Plan?

You can join a Medicare drug plan when you first become eligible for Medicare and each year from October 15th to December 7th. However, if you lose your current creditable prescription drug coverage, through no fault of your own, you will also be eligible for a two (2) month Special Enrollment Period (SEP) to join a Medicare drug plan.

What Happens To Your Current Coverage If You Decide to Join A Medicare Drug Plan?

If you decide to join a Medicare drug plan while enrolled in Excel Academy Charter School's coverage as an active employee, please note that your Excel Academy Charter School coverage will be the primary payer for your prescription drug benefits and Medicare will pay secondary. As a result, the value of your Medicare prescription drug benefits may be significantly reduced. Medicare will usually pay primary for your prescription drug benefits if you participate in Excel Academy Charter School's coverage as a former employee.

You may also choose to drop your Excel Academy Charter School coverage. If you do decide to join a Medicare drug plan and drop your current Excel Academy Charter School coverage, be aware that you and your dependents may not be able to get this coverage back.

When Will You Pay A Higher Premium (Penalty) To Join A Medicare Drug Plan?

You should also know that if you drop or lose your current coverage with Excel Academy Chart School and don't join a Medicare drug plan within 63 continuous days after your current coverage ends, you may pay a higher premium (a penalty) to join a Medicare drug plan later.

If you go 63 continuous days or longer without creditable prescription drug coverage, your monthly premium may go up by at least 1% of the Medicare base beneficiary premium per month for every month that you did not have that coverage. For example, if you go nineteen months without creditable coverage, your premium may consistently be at least 19% higher than the Medicare base beneficiary premium. You may have to pay this higher premium (a penalty) as long as you have Medicare prescription drug coverage. In addition, you may have to wait until the following October to join.

For More Information About This Notice Or Your Current Prescription Drug Coverage…

Contact the person listed below for further information **NOTE:** You'll get this notice each year. You will also get it before the next period you can join a Medicare drug plan, and if this coverage through Excel Academy Charter School changes. You also may request a copy of this notice at any time.

For More Information About Your Options Under Medicare Prescription Drug Coverage…

More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You'll get a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare drug plans.

For more information about Medicare prescription drug coverage:

- Visit www.medicare.gov
- Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help
- Call 1-800-MEDICARE (1-800-633-4227). TTY users should call 1-877-486-2048.

If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. For information about this extra help, visit Social Security on the web at www.socialsecurity.gov, or call them at 1-800-772-1213 (TTY 1-800-325-0778).

Remember: Keep this Creditable Coverage notice. If you decide to join one of the Medicare drug plans, you may be required to provide a copy of this notice when you join to show whether or not you have maintained creditable coverage and, therefore, whether or not you are required to pay a higher premium (a penalty).

Name of Entity/Sender: Excel Academy Charter School
Contact-Position/Office: Megan Anderson, Director of Human Resources
Address: 1 Technology Dr I-811, Irvine, CA 92618
Phone Number: 714.336.4220

HIPAA Special Enrollment Rights Notice

If you are declining enrollment in Excel Academy Charter School group health coverage for yourself or your dependents (including your spouse) because of other health insurance or group health plan coverage, you may be able to enroll yourself and your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing toward your or your dependents' other coverage). However, you must request enrollment within 30 days after your or your dependents' other coverage ends (or after the employer stops contributing toward the other coverage).

In addition, if you have a new dependent as a result of marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must request enrollment within 30 days after the marriage, birth, adoption, or placement for adoption.

Finally, you and/or your dependents may have special enrollment rights if coverage is lost under Medicaid or a State health insurance ("CHIP") program, or when you and/or your dependents gain eligibility for state premium assistance. You have 60 days from the occurrence of one of these events to notify the company and enroll in the plan.

To request special enrollment or obtain more information, contact Human Resources.

HIPAA Notice of Privacy Practices

THIS NOTICE DESCRIBES HOW MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED AND HOW YOU CAN GET ACCESS TO THIS INFORMATION. PLEASE REVIEW IT CAREFULLY.

Excel Academy Charter School sponsors certain group health plan(s) (collectively, the "Plan" or "We") to provide benefits to our employees, their dependents and other participants. We provide this coverage through various relationships with third parties that establish networks of providers, coordinate your care, and process claims for reimbursement for the services that you receive. This Notice of Privacy Practices (the "Notice") describes the legal obligations of Excel Academy Charter School, the Plan and your legal rights regarding your protected health information held by the Plan under HIPAA. Among other things, this Notice describes how your protected health information may be used or disclosed to carry out treatment, payment, or health care operations, or for any other purposes that are permitted or required by law.

We are required to provide this Notice to you pursuant to HIPAA. The HIPAA Privacy Rule protects only certain medical information known as "protected health information." Generally, protected health information is individually identifiable health information, including demographic information, collected from you or created or received by a health care provider, a health care clearinghouse, a health plan, or your employer on behalf of a group health plan, which relates to:

(1) your past, present or future physical or mental health or condition;
(2) the provision of health care to you; or
(3) the past, present or future payment for the provision of health care to you.

Note: If you are covered by one or more fully-insured group health plans offered by Excel Academy Charter School, you will receive a separate notice regarding the availability of a notice of privacy practices applicable to that coverage and how to obtain a copy of the notice directly from the insurance carrier.

Contact Information

If you have any questions about this Notice or about our privacy practices, please contact the Excel Academy Charter School HIPAA Privacy Officer:

Excel Academy Charter School
Attention: HIPAA Privacy Officer
Megan Anderson
Director of Human Resources
1 Technology Dr I-811, Irvine, CA 92618
714.336.4220

Effective Date

This Notice as revised is effective July 1, 2025.

Our Responsibilities

We are required by law to:

- maintain the privacy of your protected health information;
- provide you with certain rights with respect to your protected health information;
- provide you with a copy of this Notice of our legal duties and privacy practices with respect to your protected health information; and

- follow the terms of the Notice that is currently in effect.

We reserve the right to change the terms of this Notice and to make new provisions regarding your protected health information that we maintain, as allowed or required by law. If we make any material change to this Notice, we will provide you with a copy of our revised Notice of Privacy Practices. You may also obtain a copy of the latest revised Notice by contacting our Privacy Officer at the contact information provided above or on our intranet. Except as provided within this Notice, we may not disclose your protected health information without your prior authorization.

How We May Use and Disclose Your Protected Health Information

Under the law, we may use or disclose your protected health information under certain circumstances without your permission. The following categories describe the different ways that we may use and disclose your protected health information. For each category of uses or disclosures we will explain what we mean and present some examples. Not every use or disclosure in a category will be listed. However, all of the ways we are permitted to use and disclose protected health information will fall within one of the categories.

For Treatment
We may use or disclose your protected health information to facilitate medical treatment or services by providers. We may disclose medical information about you to providers, including doctors, nurses, technicians, medical students, or other hospital personnel who are involved in taking care of you. For example, we might disclose information about your prior prescriptions to a pharmacist to determine if a pending prescription is inappropriate or dangerous for you to use.

For Payment
We may use or disclose your protected health information to determine your eligibility for Plan benefits, to facilitate payment for the treatment and services you receive from health care providers, to determine benefit responsibility under the Plan, or to coordinate Plan coverage. For example, we may tell your health care provider about your medical history to determine whether a particular treatment is experimental, investigational, or medically necessary, or to determine whether the Plan will cover the treatment. We may also share your protected health information with a utilization review or precertification service provider. Likewise, we may share your protected health information with another entity to assist with the adjudication or subrogation of health claims or to another health plan to coordinate benefit payments.

For Health Care Operations
We may use and disclose your protected health information for other Plan operations. These uses and disclosures are necessary to run the Plan. For example, we may use medical information in connection with conducting quality assessment and improvement activities; underwriting, premium rating, and other activities relating to Plan coverage; submitting claims for stop-loss (or excess-loss) coverage; conducting or arranging for medical review, legal services, audit services, and fraud & abuse detection programs; business planning and development such as cost management; and business management and general Plan administrative activities. The Plan is prohibited from using or disclosing protected health information that is genetic information about an individual for underwriting purposes.

To Business Associates
We may contract with individuals or entities known as Business Associates to perform various functions on our behalf or to provide certain types of services. In order to perform these functions or to provide these services, Business Associates will receive, create, maintain, use and/or disclose your protected health information, but only after they agree in writing with us to implement appropriate safeguards regarding your protected health information. For example, we may disclose your protected health information to a Business Associate to administer claims or to provide support services, such as utilization management, pharmacy benefit management or subrogation, but only after the Business Associate enters into a Business Associate Agreement with us.

As Required by Law
We will disclose your protected health information when required to do so by federal, state or local law. For example, we may disclose your protected health information when required by national security laws or public health disclosure laws.

To Avert a Serious Threat to Health or Safety
We may use and disclose your protected health information when necessary to prevent a serious threat to your health and safety, or the health and safety of the public or another person. Any disclosure, however, would only be to someone able to help prevent the threat. For example, we may disclose your protected health information in a proceeding regarding the licensure of a physician.

To Plan Sponsors
For the purpose of administering the Plan, we may disclose to certain employees of the Employer protected health information. However, those employees will only use or disclose that information as necessary to perform Plan administration functions or as otherwise required by HIPAA, unless you have authorized further disclosures. Your protected health information cannot be used for employment purposes without your specific authorization.

Special Situations

In addition to the above, the following categories describe other possible ways that we may use and disclose your protected health information. For each category of uses or disclosures, we will explain what we mean and present some examples. Not every use or disclosure in a category will be listed. However, all of the ways we are permitted to use and disclose information will fall within one of the categories.

Organ and Tissue Donation
If you are an organ donor, we may release your protected health information to organizations that handle organ procurement or organ, eye, or tissue transplantation or to an organ donation bank, as necessary to facilitate organ or tissue donation and transplantation.

Military and Veterans
If you are a member of the armed forces, we may release your protected health information as required by military command authorities. We may also release protected health information about foreign military personnel to the appropriate foreign military authority.

Workers' Compensation
We may release your protected health information for workers' compensation or similar programs. These programs provide benefits for work-related injuries or illness.

Public Health Risks
We may disclose your protected health information for public health actions. These actions generally include the following:

- to prevent or control disease, injury, or disability;
- to report births and deaths;
- to report child abuse or neglect;
- to report reactions to medications or problems with products;
- to notify people of recalls of products they may be using;
- to notify a person who may have been exposed to a disease or may be at risk for contracting or spreading a disease or condition;

- to notify the appropriate government authority if we believe that a patient has been the victim of abuse, neglect, or domestic violence. We will only make this disclosure if you agree, or when required or authorized by law.

Health Oversight Activities
We may disclose your protected health information to a health oversight agency for activities authorized by law. These oversight activities include, for example, audits, investigations, inspections, and licensure. These activities are necessary for the government to monitor the health care system, government programs, and compliance with civil rights laws.

Lawsuits and Disputes
If you are involved in a lawsuit or a dispute, we may disclose your protected health information in response to a court or administrative order. We may also disclose your protected health information in response to a subpoena, discovery request, or other lawful process by someone else involved in the dispute, but only if efforts have been made to tell you about the request or to obtain an order protecting the information requested.

Law Enforcement
We may disclose your protected health information if asked to do so by a law enforcement official—

- in response to a court order, subpoena, warrant, summons or similar process;
- to identify or locate a suspect, fugitive, material witness, or missing person;
- about the victim of a crime if, under certain limited circumstances, we are unable to obtain the victim's agreement;
- about a death that we believe may be the result of criminal conduct;
- about criminal conduct; and
- in emergency circumstances to report a crime; the location of the crime or victims; or the identity, description or location of the person who committed the crime.

Coroners, Medical Examiners and Funeral Directors
We may release protected health information to a coroner or medical examiner. This may be necessary, for example, to identify a deceased person or determine the cause of death. We may also release medical information about patients to funeral directors as necessary to carry out their duties.

National Security and Intelligence Activities
We may release your protected health information to authorized federal officials for intelligence, counterintelligence, and other national security activities authorized by law.

Inmates
If you are an inmate of a correctional institution or are in the custody of a law enforcement official, we may disclose your protected health information to the correctional institution or law enforcement official if necessary (1) for the institution to provide you with health care; (2) to protect your health and safety or the health and safety of others; or (3) for the safety and security of the correctional institution.

Research
We may disclose your protected health information to researchers when:

(1) the individual identifiers have been removed; or
(2) when an institutional review board or privacy board has (a) reviewed the research proposal; and (b) established protocols to ensure the privacy of the requested information, and approves the research.

Required Disclosures

The following is a description of disclosures of your protected health information we are required to make.

Government Audits
We are required to disclose your protected health information to the Secretary of the United States Department of Health and Human Services when the Secretary is investigating or determining our compliance with the HIPAA privacy rule.

Disclosures to You
When you request, we are required to disclose to you the portion of your protected health information that contains medical records, billing records, and any other records used to make decisions regarding your health care benefits. We are also required, when requested, to provide you with an accounting of most disclosures of your protected health information if the disclosure was for reasons other than for payment, treatment, or health care operations, and if the protected health information was not disclosed pursuant to your individual authorization.

Notification of a Breach.
We are required to notify you in the event that we (or one of our Business Associates) discover a breach of your unsecured protected health information, as defined by HIPAA.

Other Disclosures

Personal Representatives
We will disclose your protected health information to individuals authorized by you, or to an individual designated as your personal representative, attorney-in-fact, etc., so long as you provide us with a written notice/authorization and any supporting documents (i.e., power of attorney). Note: Under the HIPAA privacy rule, we do not have to disclose information to a personal representative if we have a reasonable belief that:

(1) you have been, or may be, subjected to domestic violence, abuse or neglect by such person;
(2) treating such person as your personal representative could endanger you; or
(3) in the exercise or professional judgment, it is not in your best interest to treat the person as your personal representative.

Spouses and Other Family Members
With only limited exceptions, we will send all mail to the employee. This includes mail relating to the employee's spouse and other family members who are covered under the Plan, and includes mail with information on the use of Plan benefits by the employee's spouse and other family members and information on the denial of any Plan benefits to the employee's spouse and other family members. If a person covered under the Plan has requested Restrictions or Confidential Communications (see below under "Your Rights"), and if we have agreed to the request, we will send mail as provided by the request for Restrictions or Confidential Communications.

Authorizations
Other uses or disclosures of your protected health information not described above, including the use and disclosure of psychotherapy notes and the use or disclosure of protected health information for fundraising or marketing purposes, will not be made without your written authorization. You may revoke written authorization at any time, so long as your revocation is in writing. Once we receive your written revocation, it will only be effective for future uses and disclosures. It will not be effective for any information that may have been used or disclosed in reliance upon the written authorization and prior to receiving your written revocation. You may elect to opt out of receiving fundraising communications from us at any time.

Your Rights

You have the following rights with respect to your protected health information:

Right to Inspect and Copy
You have the right to inspect and copy certain protected health information that may be used to make decisions about your health care benefits. To inspect and copy your protected health information, submit your request in writing to the Privacy Officer at the address provided above under Contact Information. If you request a copy of the information, we may charge a reasonable fee for the costs of copying, mailing, or other supplies associated with your request. We may deny your request to inspect and copy in certain very limited circumstances. If you are denied access to your medical information, you may have a right to request that the denial be reviewed and you will be provided with details on how to do so.

Right to Amend
If you feel that the protected health information we have about you is incorrect or incomplete, you may ask us to amend the information. You have the right to request an amendment for as long as the information is kept by or for the Plan. To request an amendment, your request must be made in writing and submitted to the Privacy Officer at the address provided above under Contact Information. In addition, you must provide a reason that supports your request. We may deny your request for an amendment if it is not in writing or does not include a reason to support the request. In addition, we may deny your request if you ask us to amend information that:

- is not part of the medical information kept by or for the Plan;
- was not created by us, unless the person or entity that created the information is no longer available to make the amendment;
- is not part of the information that you would be permitted to inspect and copy; or
- is already accurate and complete.

If we deny your request, you have the right to file a statement of disagreement with us and any future disclosures of the disputed information will include your statement.

Right to an Accounting of Disclosures
You have the right to request an “accounting” of certain disclosures of your protected health information. The accounting will not include (1) disclosures for purposes of treatment, payment, or health care operations; (2) disclosures made to you; (3) disclosures made pursuant to your authorization; (4) disclosures made to friends or family in your presence or because of an emergency; (5) disclosures for national security purposes; and (6) disclosures incidental to otherwise permissible disclosures.

To request this list or accounting of disclosures, you must submit your request in writing to the Privacy Officer at the address provided above under Contact Information. Your request must state a time period of no longer than six years (three years for electronic health records) or the period ABC Company has been subject to the HIPAA Privacy rules, if shorter.

Your request should indicate in what form you want the list (for example, paper or electronic). We will attempt to provide the accounting in the format you requested or in another mutually agreeable format if the requested format is not reasonably feasible. The first list you request within a 12-month period will be provided free of charge. For additional lists, we may charge you for the costs of providing the list. We will notify you of the cost involved and you may choose to withdraw or modify your request at that time before any costs are incurred.

Right to Request Restrictions
You have the right to request a restriction or limitation on your protected health information that we use or disclose for treatment, payment, or health care operations. You also have the right to request a limit on your protected health information that we disclose to someone who is involved in your care or the payment for your care, such as a family member or friend. For example, you could ask that we not use or disclose information about a surgery that you had.

We are not required to agree to your request. However, if we do agree to the request, we will honor the restriction until you revoke it or we notify you. To request restrictions, you must make your request in writing to the Privacy Officer at the address provided above under Contact Information. In your request, you must tell us (1) what information you want to limit; (2) whether you want to limit our use, disclosure, or both; and (3) to whom you want the limits to apply—for example, disclosures to your spouse.

Right to Request Confidential Communications
You have the right to request that we communicate with you about medical matters in a certain way or at a certain location. For example, you can ask that we only contact you at work or by mail. To request confidential communications, you must make your request in writing to the Privacy Officer at the address provided above under Contact Information. We will not ask you the reason for your request. Your request must specify how or where you wish to be contacted. We will accommodate all reasonable requests if you clearly provide information that the disclosure of all or part of your protected information could endanger you.

Right to a Paper Copy of This Notice
You have the right to a paper copy of this notice. You may ask us to give you a copy of this notice at any time. Even if you have agreed to receive this notice electronically, you are still entitled to a paper copy of this notice. To obtain a paper copy of this notice, telephone or write the Privacy Officer as provided above under Contact Information.

For more information, please see Your Rights Under HIPAA**.**

Complaints
If you believe that your privacy rights have been violated, you may file a complaint with the Plan or with the Office for Civil Rights of the United States Department of Health and Human Services. You can file a complaint with the U.S. Department of Health and Human Services Office for Civil Rights by sending a letter to 200 Independence Avenue, S.W., Washington, D.C. 20201, calling 1-877-696-6775, or visitinghttps://www.hhs.gov/hipaa/filing-a-complaint/complaint-process/index.html .

To file a complaint with the Plan, telephone write the Privacy Officer as provided above under Contact Information. You will not be penalized, or in any other way retaliated against, for filing a complaint with the Office of Civil Rights or with us. You should keep a copy of any notices you send to the Plan Administrator or the Privacy Officer for your records.

Premium Assistance Under Medicaid and the Children's Health Insurance Program (CHIP)

If you or your children are eligible for Medicaid or CHIP and you're eligible for health coverage from your employer, your state may have a premium assistance program that can help pay for coverage, using funds from their Medicaid or CHIP programs. If you or your children aren't eligible for Medicaid or CHIP, you won't be eligible for these premium assistance programs but you may be able to buy individual insurance coverage through the Health Insurance Marketplace. For more information, visit **www.healthcare.gov.**

If you or your dependents are already enrolled in Medicaid or CHIP and you live in a State listed below, contact your State Medicaid or CHIP office to find out if premium assistance is available.

If you or your dependents are NOT currently enrolled in Medicaid or CHIP, and you think you or any of your dependents might be eligible for either of these programs, contact your State Medicaid or CHIP office or dial **1-877-KIDS NOW** or **www.insurekidsnow.gov** to find out how to apply. If you qualify, ask your state if it has a program that might help you pay the premiums for an employer-sponsored plan.

If you or your dependents are eligible for premium assistance under Medicaid or CHIP, as well as eligible under your employer plan, your employer must allow you to enroll in your employer plan if you aren't already enrolled. This is called a "special enrollment" opportunity, and **you must request coverage within 60 days of being determined eligible for premium assistance**. If you have questions about enrolling in your employer plan, contact the Department of Labor at **www.askebsa.dol.gov** or call **1-866-444-EBSA (3272).**

If you live in one of the following states, you may be eligible for assistance paying your employer health plan premiums. The following list of states is current as of July 31, 2024. Contact your State for more information on eligibility –

ALABAMA – Medicaid	ALASKA – Medicaid
Website: http://myalhipp.com/ Phone: 1-855-692-5447	The AK Health Insurance Premium Payment Program Website: http://myakhipp.com/ Phone: 1-866-251-4861 Email: CustomerService@MyAKHIPP.com Medicaid Eligibility: https://health.alaska.gov/dpa/Pages/default.aspx
ARKANSAS – Medicaid	**CALIFORNIA – Medicaid**
Website: http://myarhipp.com/ Phone: 1-855-MyARHIPP (855-692-7447)	Health Insurance Premium Payment (HIPP) Program Website: http://dhcs.ca.gov/hipp Phone: 916-445-8322 Fax: 916-440-5676 Email: hipp@dhcs.ca.gov
COLORADO – Health First Colorado (Colorado's Medicaid Program) & Child Health Plan Plus (CHP+)	**FLORIDA – Medicaid**
Health First Colorado Website: https://www.healthfirstcolorado.com/ Health First Colorado Member Contact Center: 1-800-221-3943/ State Relay 711 CHP+: https://hcpf.colorado.gov/child-health-plan-plus CHP+ Customer Service: 1-800-359-1991/ State Relay 711 Health Insurance Buy-In Program (HIBI): https://www.mycohibi.com/ HIBI Customer Service: 1-855-692-6442	Website: https://www.flmedicaidtplrecovery.com/flmedicaidtplrecovery.com/hipp/index.html Phone: 1-877-357-3268

GEORGIA – Medicaid	INDIANA – Medicaid
GA HIPP Website: https://medicaid.georgia.gov/health-insurance-premium-payment-program-hipp Phone: 678-564-1162, Press 1 GA CHIPRA Website: https://medicaid.georgia.gov/programs/third-party-liability/childrens-health-insurance-program-reauthorization-act-2009-chipra Phone: (678) 564-1162, Press 2	Health Insurance Premium Payment Program All other Medicaid Website: https://www.in.gov/medicaid/ http://www.in.gov/fssa/dfr/ Family and Social Services Administration Phone: 1-800-403-0864 Member Services Phone: 1-800-457-4584
IOWA – Medicaid and CHIP (Hawki)	**KANSAS – Medicaid**
Medicaid Website: Iowa Medicaid | Health & Human Services Medicaid Phone: 1-800-338-8366 Hawki Website: Hawki - Healthy and Well Kids in Iowa | Health & Human Services Hawki Phone: 1-800-257-8563 HIPP Website: Health Insurance Premium Payment (HIPP) | Health & Human Services (iowa.gov) HIPP Phone: 1-888-346-9562	Website: https://www.kancare.ks.gov/ Phone: 1-800-792-4884 HIPP Phone: 1-800-967-4660
KENTUCKY – Medicaid	**LOUISIANA – Medicaid**
Kentucky Integrated Health Insurance Premium Payment Program (KI-HIPP) Website: https://chfs.ky.gov/agencies/dms/member/Pages/kihipp.aspx Phone: 1-855-459-6328 Email: KIHIPP.PROGRAM@ky.gov KCHIP Website: https://kynect.ky.gov Phone: 1-877-524-4718 Kentucky Medicaid Website: https://chfs.ky.gov/agencies/dms	Website: www.medicaid.la.gov or www.ldh.la.gov/lahipp Phone: 1-888-342-6207 (Medicaid hotline) or 1-855-618-5488 (LaHIPP)
MAINE – Medicaid	**MASSACHUSETTS – Medicaid and CHIP**
Enrollment Website: https://www.mymaineconnection.gov/benefits/s/?language=en_US Phone: 1-800-442-6003 TTY: Maine relay 711 Private Health Insurance Premium Webpage: https://www.maine.gov/dhhs/ofi/applications-forms Phone: 1-800-977-6740 TTY: Maine relay 711	Website: https://www.mass.gov/masshealth/pa Phone: 1-800-862-4840 TTY: 711 Email: masspremiumassistance@accenture.com
MINNESOTA – Medicaid	**MISSOURI – Medicaid**
Website: https://mn.gov/dhs/health-care-coverage/ Phone: 1-800-657-3672	Website: http://www.dss.mo.gov/mhd/participants/pages/hipp.htm Phone: 573-751-2005
MONTANA - Medicaid	**NEBRASKA – Medicaid**
Website: http://dphhs.mt.gov/MontanaHealthcarePrograms/HIPP Phone: 1-800-694-3084 Email: HHSHIPPProgram@mt.gov	Website: http://www.ACCESSNebraska.ne.gov Phone: 1-855-632-7633 Lincoln: 402-473-7000 Omaha: 402-595-1178

NEVADA – Medicaid	NEW HAMPSHIRE – Medicaid
Medicaid Website: http://dhcfp.nv.gov Medicaid Phone: 1-800-992-0900	Website: https://www.dhhs.nh.gov/programs-services/medicaid/health-insurance-premium-program Phone: 603-271-5218 Toll free number for the HIPP program: 1-800-852-3345, ext. 15218 Email: DHHS.ThirdPartyLiabi@dhhs.nh.gov
NEW JERSEY – Medicaid and CHIP	**NEW YORK – Medicaid**
Medicaid Website: http://www.state.nj.us/humanservices/dmahs/clients/medicaid/ Phone: 1-800-356-1561 CHIP Premium Assistance Phone: 609-631-2392 CHIP Website: http://www.njfamilycare.org/index.html CHIP Phone: 1-800-701-0710 (TTY: 711)	Website: https://www.health.ny.gov/health_care/medicaid/ Phone: 1-800-541-2831
NORTH CAROLINA – Medicaid	**NORTH DAKOTA – Medicaid**
Website: https://medicaid.ncdhhs.gov/ Phone: 919-855-4100	Website: https://www.hhs.nd.gov/healthcare Phone: 1-844-854-4825
OKLAHOMA – Medicaid and CHIP	**OREGON – Medicaid**
Website: http://www.insureoklahoma.org Phone: 1-888-365-3742	Website: http://healthcare.oregon.gov/Pages/index.aspx Phone: 1-800-699-9075
PENNSYLVANIA – Medicaid and CHIP	**RHODE ISLAND – Medicaid and CHIP**
Website: https://www.pa.gov/en/services/dhs/apply-for-medicaid-health-insurance-premium-payment-program-hipp.html Phone: 1-800-692-7462 CHIP Website: Children's Health Insurance Program (CHIP) (pa.gov) CHIP Phone: 1-800-986-KIDS (5437)	Website: http://www.eohhs.ri.gov/ Phone: 1-855-697-4347, or 401-462-0311 (Direct RIte Share Line)
SOUTH CAROLINA – Medicaid	**SOUTH DAKOTA - Medicaid**
Website: https://www.scdhhs.gov Phone: 1-888-549-0820	Website: http://dss.sd.gov Phone: 1-888-828-0059
TEXAS – Medicaid	**UTAH – Medicaid and CHIP**
Website: Health Insurance Premium Payment (HIPP) Program| Texas Health and Human Services Phone: 1-800-440-0493	Utah's Premium Partnership for Health Insurance (UPP) Website: https://medicaid.utah.gov/upp/ Email: upp@utah.gov Phone: 1-888-222-2542 Adult Expansion Website: https://medicaid.utah.gov/expansion/ Utah Medicaid Buyout Program Website: https://medicaid.utah.gov/buyout-program/ CHIP Website: https://chip.utah.gov/
VERMONT– Medicaid	**VIRGINIA – Medicaid and CHIP**
Website: Health Insurance Premium Payment (HIPP) Program | Department of Vermont Health Access Phone: 1-800-250-8427	Website: https://coverva.dmas.virginia.gov/learn/premium-assistance/famis-select https://coverva.dmas.virginia.gov/learn/premium-assistance/health-insurance-premium-payment-hipp-programs Medicaid/CHIP Phone: 1-800-432-5924

WASHINGTON – Medicaid	WEST VIRGINIA – Medicaid and CHIP
Website: https://www.hca.wa.gov/ Phone: 1-800-562-3022	Website: https://dhhr.wv.gov/bms/ http://mywvhipp.com/ Medicaid Phone:304-558-1700 CHIP Toll-free phone: 1-855-MyWVHIPP (1-855-699-8447)
WISCONSIN – Medicaid and CHIP	**WYOMING – Medicaid**
Website: https://www.dhs.wisconsin.gov/badgercareplus/p-10095.htm Phone: 1-800-362-3002	Website: https://health.wyo.gov/healthcarefin/medicaid/programs-and-eligibility/ Phone: 1-800-251-1269

To see if any other states have added a premium assistance program since July 31, 2024, or for more information on special enrollment rights, contact either:

U.S. Department of Labor
Employee Benefits Security Administration
www.dol.gov/agencies/ebsa
1-866-444-EBSA (3272)

U.S. Department of Health and Human Services
Centers for Medicare & Medicaid Services
www.cms.hhs.gov
1-877-267-2323, Menu Option 4, Ext. 61565

Women's Health Cancer Rights Act (WHCRA) Notice

Do you know that your Plan, as required by the Women's Health and Cancer Rights Act of 1998 (WHCRA), provides benefits for mastectomy-related services including all stages of reconstruction and surgery to achieve symmetry between the breasts, prostheses, and complications resulting from a mastectomy, including lymphedema?

These benefits will be provided subject to the same deductibles and coinsurance applicable to other medical and surgical benefits provided under this plan. If you would like more information on WHCRA benefits, contact your plan administrator.

Newborns' and Mothers' Health Protection Act (NMHPA) Notice

Group health plans and health insurance issuers generally may not, under Federal law, restrict benefits for any hospital length of stay in connection with childbirth for the mother or newborn child to less than 48 hours following vaginal delivery, or less than 96 hours following a cesarean section. However, Federal law generally does not prohibit the mother's or newborn's attending provider, after consulting with the mother, from discharging the mother or her newborn earlier than 48 hours (or 96 hours as applicable). In any case, plans and issuers may not, under Federal law, require that a provider obtain authorization from the plan or the insurance issuer for prescribing a length of stay not in excess of 48 hours (or 96 hours).

Model General Notice of COBRA Continuation Coverage Rights

** Continuation Coverage Rights Under COBRA**

Introduction

You're getting this notice because you recently gained coverage under a group health plan (the Plan). This notice has important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. **This notice explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect your right to get it.** When you become eligible for COBRA, you may also become eligible for other coverage options that may cost less than COBRA continuation coverage.

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you and other members of your family when group health coverage would otherwise end. For more information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary Plan Description or contact the Plan Administrator.

You may have other options available to you when you lose group health coverage. For example, you may be eligible to buy an individual plan through the Health Insurance Marketplace. By enrolling in coverage through the Marketplace, you may qualify for lower costs on your monthly premiums and lower out-of-pocket costs. Additionally, you may qualify for a 30-day special enrollment period for another group health plan for which you are eligible (such as a spouse's plan), even if that plan generally doesn't accept late enrollees.

What is COBRA continuation coverage?

COBRA continuation coverage is a continuation of Plan coverage when it would otherwise end because of a life event. This is also called a "qualifying event." Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you're an employee, you'll become a qualified beneficiary if you lose your coverage under the Plan because of the following qualifying events:

- Your hours of employment are reduced, or
- Your employment ends for any reason other than your gross misconduct.

If you're the spouse of an employee, you'll become a qualified beneficiary if you lose your coverage under the Plan because of the following qualifying events:

- Your spouse dies;
- Your spouse's hours of employment are reduced;

- Your spouse's employment ends for any reason other than his or her gross misconduct;
- Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because of the following qualifying events:

- The parent-employee dies;
- The parent-employee's hours of employment are reduced;
- The parent-employee's employment ends for any reason other than his or her gross misconduct;
- The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- The parents become divorced or legally separated; or
- The child stops being eligible for coverage under the Plan as a "dependent child."

When is COBRA continuation coverage available?
The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. The employer must notify the Plan Administrator of the following qualifying events:

- The end of employment or reduction of hours of employment;
- Death of the employee;
- The employee's becoming entitled to Medicare benefits (under Part A, Part B, or both).

For all other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator within 60 days after the qualifying event occurs. You must provide this notice to: Human Resources.

How is COBRA continuation coverage provided?
Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. Each qualified beneficiary will have an independent right to elect COBRA continuation coverage. Covered employees may elect COBRA continuation coverage on behalf of their spouses, and parents may elect COBRA continuation coverage on behalf of their children.

COBRA continuation coverage is a temporary continuation of coverage that generally lasts for 18 months due to employment termination or reduction of hours of work. Certain qualifying events, or a second qualifying event during the initial period of coverage, may permit a beneficiary to receive a maximum of 36 months of coverage.

There are also ways in which this 18-month period of COBRA continuation coverage can be extended:

Disability extension of 18-month period of COBRA continuation coverage
If you or anyone in your family covered under the Plan is determined by Social Security to be disabled and you notify the Plan Administrator in a timely fashion, you and your entire family may be entitled to get up to an additional 11 months of COBRA continuation coverage, for a maximum of 29 months. The disability would have to have started at some time before the 60th day of

COBRA continuation coverage and must last at least until the end of the 18-month period of COBRA continuation coverage.

Second qualifying event extension of 18-month period of continuation coverage
If your family experiences another qualifying event during the 18 months of COBRA continuation coverage, the spouse and dependent children in your family can get up to 18 additional months of COBRA continuation coverage, for a maximum of 36 months, if the Plan is properly notified about the second qualifying event. This extension may be available to the spouse and any dependent children getting COBRA continuation coverage if the employee or former employee dies; becomes entitled to Medicare benefits (under Part A, Part B, or both); gets divorced or legally separated; or if the dependent child stops being eligible under the Plan as a dependent child. This extension is only available if the second qualifying event would have caused the spouse or dependent child to lose coverage under the Plan had the first qualifying event not occurred.

Are there other coverage options besides COBRA Continuation Coverage?
Yes. Instead of enrolling in COBRA continuation coverage, there may be other coverage options for you and your family through the Health Insurance Marketplace, Medicare, Medicaid, Children's Health Insurance Program (CHIP), or other group health plan coverage options (such as a spouse's plan) through what is called a "special enrollment period." Some of these options may cost less than COBRA continuation coverage. You can learn more about many of these options at **www.healthcare.gov**.

Can I enroll in Medicare instead of COBRA continuation coverage after my group health plan coverage ends?
In general, if you don't enroll in Medicare Part A or B when you are first eligible because you are still employed, after the Medicare initial enrollment period, you have an 8-month special enrollment period[1] to sign up for Medicare Part A or B, beginning on the earlier of:

- The month after your employment ends; or
- The month after group health plan coverage based on current employment ends.

If you don't enroll in Medicare and elect COBRA continuation coverage instead, you may have to pay a Part B late enrollment penalty and you may have a gap in coverage if you decide you want Part B later. If you elect COBRA continuation coverage and later enroll in Medicare Part A or B before the COBRA continuation coverage ends, the Plan may terminate your continuation coverage. However, if Medicare Part A or B is effective on or before the date of the COBRA election, COBRA coverage may not be discontinued on account of Medicare entitlement, even if you enroll in the other part of Medicare after the date of the election of COBRA coverage.

If you are enrolled in both COBRA continuation coverage and Medicare, Medicare will generally pay first (primary payer) and COBRA continuation coverage will pay second. Certain plans may pay as if secondary to Medicare, even if you are not enrolled in Medicare.

For more information visit https://www.medicare.gov/medicare-and-you.

[1] https://www.medicare.gov/basics/get-started-with-medicare/sign-up/when-does-medicare-coverage-start. These rules are different for people with End Stage Renal Disease (ESRD).

If you have questions

Questions concerning your Plan or your COBRA continuation coverage rights should be addressed to the contact or contacts identified below. For more information about your rights under the Employee Retirement Income Security Act (ERISA), including COBRA, the Patient Protection and Affordable Care Act, and other laws affecting group health plans, contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit **www.dol.gov/agencies/ebsa**. (Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's website.) For more information about the Marketplace, visit **www.HealthCare.gov**.

Keep your Plan informed of address changes

To protect your family's rights, let the Plan Administrator know about any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

Plan contact information

Megan Anderson

Director of Human Resources

1 Technology Dr I-811, Irvine, CA 92618

714.336.4220

APPENDIX

These are additional notices that may be appropriate based upon an employer's circumstances. We included the Surprise Billing Notice to assist with an employer's obligation to post the notice on its website (in those rare circumstances where it may be necessary).

- ☐ Fixed Indemnity Policy Notice
- ☐ Medicare Part D Cross-Reference
- ☐ Medicare Part D Non-Creditable Coverage Notice
- ☐ HIPAA Privacy Notice of Availability
- ☐ Surprise Billing Notice – "Your Rights and Protections Against Surprise Medical Bills"

Fixed Indemnity Policy Notice

IMPORTANT: This is a fixed indemnity policy, NOT health insurance

This fixed indemnity policy may pay you a limited dollar amount if you're sick or hospitalized. You're still responsible for paying the cost of your care.

- The payment you get isn't based on the size of your medical bill.
- There might be a limit on how much this policy will pay each year.
- This policy isn't a substitute for comprehensive health insurance.
- Since this policy isn't health insurance, it doesn't have to include most Federal consumer protections that apply to health insurance.

Looking for comprehensive health insurance?

- **Visit HealthCare.gov** or call **1-800-318-2596** (TTY: 1-855-889-4325) to find health coverage options.
- To find out if you can get health insurance through your job, or a family member's job, contact the employer.

Questions about this policy?

- For questions or complaints about this policy, contact your State Department of Insurance. Find their number on the National Association of Insurance Commissioners' website (naic.org) under "Insurance Departments."
- If you have this policy through your job, or a family member's job, contact the employer.

Medicare Part D
Cross-Reference

If you (and/or your dependents) have Medicare or will become eligible for Medicare in the next 12 months, a Federal law gives you more choices about your prescription drug coverage. Please see page 47 for more details.

Medicare Part D
Non-Creditable Coverage Notice

Important Notice from Excel Academy Charter School About Your Prescription Drug Coverage and Medicare

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage with Excel Academy Charter School and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to join a Medicare drug plan. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

There are three important things you need to know about your current coverage and Medicare's prescription drug coverage:

1. **Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage if you join a Medicare Prescription Drug Plan or join a Medicare Advantage Plan (like an HMO or PPO) that offers prescription drug coverage. All Medicare drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.**
2. **Excel Academy Charter School has determined that the prescription drug coverage offered by the 2. Excel Academy Charter School Health and Welfare Plan is, on average for all plan participants, NOT expected to pay out as much as standard Medicare prescription drug coverage pays. Therefore, your coverage is considered Non-Creditable Coverage. This is important because, most likely, you will get more help with your drug costs if you join a Medicare drug plan, than if you only have prescription drug coverage from the Excel Academy Charter School Health and Welfare Plan. This also is important because it may mean that you may pay a higher**

premium (a penalty) if you do not join a Medicare drug plan when you first become eligible.

3. **You can keep your current coverage from Excel Academy Charter School. However, because your coverage is non-creditable, you have decisions to make about Medicare prescription drug coverage that may affect how much you pay for that coverage, depending on if and when you join a drug plan. When you make your decision, you should compare your current coverage, including what drugs are covered, with the coverage and cost of the plans offering Medicare prescription drug coverage in your area. Read this notice carefully - it explains your options.**

When Can You Join A Medicare Drug Plan?

You can join a Medicare drug plan when you first become eligible for Medicare and each year from October 15th to December 7th.

What Happens To Your Current Coverage If You Decide to Join A Medicare Drug Plan?

If you decide to join a Medicare drug plan while enrolled in Excel Academy Charter School coverage as an active employee, please note that your Excel Academy Charter School coverage will be the primary payer for your prescription drug benefits and Medicare will pay secondary. As a result, the value of your Medicare prescription drug benefits may be significantly reduced. Medicare will usually pay primary for your prescription drug benefits if you participate in Excel Academy Charter School coverage as a former employee.

You may also choose to drop your Excel Academy Charter School coverage. If you do decide to join a Medicare drug plan and drop your current Excel Academy Charter School coverage, be aware that you and your dependents may not be able to get this coverage back.

When Will You Pay A Higher Premium (Penalty) To Join A Medicare Drug Plan?

Since the coverage under the Excel Academy Charter School Health & Welfare Plan is not creditable, you may pay a penalty to join a Medicare drug plan depending on how long you go without creditable prescription drug coverage. Starting with the end of the last month that you were first eligible to join a Medicare drug plan but didn't join, if you go 63 continuous days or longer without prescription drug coverage that's creditable, your monthly premium may go up by at least 1% of the Medicare base beneficiary premium per month for every month that you did not have that coverage. For example, if you go nineteen months without creditable coverage, your premium may consistently be at least 19% higher than the Medicare base beneficiary premium. You may have to pay this higher premium (penalty) as long as you have Medicare prescription drug coverage. In addition, you may have to wait until the following October to join.

For More Information about This Notice or Your Current Prescription Drug Coverage…

Contact the person listed below for further information. **NOTE:** You will get this notice each year. You will also get it before the next period you can join a Medicare drug plan and if this coverage

through Excel Academy Charter School changes. You also may request a copy of this notice at any time.

For More Information about Your Options under Medicare Prescription Drug Coverage…

More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You'll get a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare drug plans.

For more information about Medicare prescription drug coverage:

- Visit www.medicare.gov
- Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help
- Call 1-800-MEDICARE (1-800-633-4227). TTY users should call 1-877-486-2048.

If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. For information about this extra help, visit Social Security on the web at www.socialsecurity.gov, or call them at 1-800-772-1213 (TTY 1-800-325-0778).

HIPAA Notice of Availability of Notice of Privacy Practices

The Excel Academy Charter School Health Plan (Plan) maintains a Notice of Privacy Practices that provides information to individuals whose protected health information (PHI) will be used or maintained by the Plan. If you would like a copy of the Plan's Notice of Privacy Practices, please contact Human Resources.

Your Rights and Protections Against Surprise Medical Bills

\When you get emergency care or get treated by an out-of-network provider at an in-network hospital or ambulatory surgical center, you are protected from surprise billing or balance billing. In these cases, you should not be charged more than your plan's copayments, coinsurance and/or deductible.

What is "balance billing" (sometimes called "surprise billing")?

When you see a doctor or other health care provider, you may owe certain out-of-pocket costs, like a copayment, coinsurance, or deductible. You may have additional costs or have to pay the entire bill if you see a provider or visit a health care facility that isn't in your health plan's network.

"Out-of-network" describes providers and facilities that haven't signed a contract with your health plan to provide services. Out-of-network providers may be allowed to bill you for the difference between what your plan pays and the full amount charged for a service. This is called "**balance billing**." This amount is likely more than in-network costs for the same service and might not count toward your plan's deductible or annual out-of-pocket limit.

"Surprise billing" is an unexpected balance bill. This can happen when you can't control who is involved in your care—like when you have an emergency or when you schedule a visit at an in-network facility but are unexpectedly treated by an out-of-network provider. Surprise medical bills could cost thousands of dollars depending on the procedure or service.

You are protected from balance billing for:

Emergency services

If you have an emergency medical condition and get emergency services from an out-of-network provider or facility, the most they can bill you is your plan's in-network cost-sharing amount (such as copayments, coinsurance, and deductibles). You **can't** be balance billed for these emergency services. This includes services you may get after you're in stable condition, unless you give written consent and give up your protections not to be balanced billed for these post-stabilization services.

Certain services at an in-network hospital or ambulatory surgical center

When you get services from an in-network hospital or ambulatory surgical center, certain providers there may be out-of-network. In these cases, the most those providers can bill you is your plan's in-network cost-sharing amount. This applies to emergency medicine, anesthesia,

pathology, radiology, laboratory, neonatology, assistant surgeon, hospitalist, or intensivist services. These providers **can't** balance bill you and may **not** ask you to give up your protections not to be balance billed.

If you get other services at these in-network facilities, out-of-network providers **can't** balance bill you, unless you give written consent and give up your protections.

You're never required to give up your protections from balance billing. You also aren't required to get out-of-network care. You can choose a provider or facility in your plan's network.

When balance billing isn't allowed, you also have the following protections:

You are only responsible for paying your share of the cost (like the copayments, coinsurance, and deductibles that you would pay if the provider or facility was in-network). Your health plan will pay any additional costs to out-of-network providers and facilities directly.

Generally, your health plan must:

- Cover emergency services without requiring you to get approval for services in advance (also known as "prior authorization").
- Cover emergency services by out-of-network providers.
- Base what you owe the provider or facility (cost-sharing) on what it would pay an in-network provider or facility and show that amount in your explanation of benefits.
- Count any amount you pay for emergency services or out-of-network services toward your in-network deductible and out-of-pocket limit.

If you believe you've been wrongly billed, the following information and resources are available to help you understand your rights:

Assistance by telephone – You may contact the U.S. Department of Health & Human Services at (800) 985-3059 to discuss whether you may have any surprise billing protection rights for your situation.

Available online assistance – You can also visit the U.S. Centers for Medicare & Medicaid Services website to learn more about protections from surprise medical bills and for contact information for the state department of insurance or other similar agency/resource in your state to learn if you have any rights under applicable state law. Please click on your state in the map for contact information to appear.

Notes:

Notes:

Notes:

Prepared by: **Marsh & McLennan Insurance Agency LLC**

www.MarshMMA.com | CA Insurance Lic: 0H18131

Coversheet

Approval of New Board Policies

Section: XI. Policy Development
Item: A. Approval of New Board Policies
Purpose: Vote
Submitted by:
Related Material: EACS - 6090 Curriculum Selection Policy.pdf

INSTRUCTION **6030-EA**

CURRICULUM SELECTION POLICY

Excel Academy Charter School ("EACS" or the "Charter School") offers curriculum choice that aligns with Common Core State Standards, California Education Code, and EACS Board policies. A list of vetted and approved materials is available for parents in the curriculum handbooks.

Curriculum and Instruction Overview

All students have access to approved standards-based learning upon enrollment. Families have 10 days at the start of school year, or upon enrollment, to select curriculum and materials to create a personalized learning plan. If the family does not select materials within 10 days, the Teacher of Record (ToR) will select approved curricula for the student.

EACS has the right and responsibility to allocate instructional funds to ensure the comprehensive support of a student's Course of Study. Curriculum for classes listed on the Master Agreement must be approved and ordered before instructional funds are used for supplemental materials or activities. If a student is not making adequate progress in their curriculum, instructional funds may be restricted to support academic growth. Instructional funds are dispersed at the discretion of the ToR and the Student Services Department among approved Content and Community Providers (CCPs).

Teachers of Records will provide a curriculum pacing guide for each class listed on the student's Master Agreement. Each curriculum will be paced and assigned with clear expectations for completion for each Learning Period (LP). Students are expected to make satisfactory educational progress through the completion of assigned core curriculum.

Guidelines for Curriculum Approval

All Excel Academy students must follow a core curriculum that adheres to the guidelines below. Credentialed staff member(s) ensure compliance with the following criteria:

1. **Legally Compliant:** All curriculum materials must be compliant with all requirements of federal, state, and local law applicable to charter schools.
2. **Standards-Based**: Materials and classes must align with and cover all current grade level Common Core Standards, California State History-Social Science Standards and/or, Next Generation Science Standards.
3. **Grade-Appropriate**: Curriculum must be grade-appropriate and align with the student's courses and learning plan.

CURRICULUM SELECTION POLICY

4. **Comprehensive**: Materials must be robust and rigorous to support an 18-week (semester) or 36-week (year-long) study period.
5. **Instructor Resources:** Core curriculum must include teacher guides, answer keys, or solution manuals.
6. **High School:** All curriculum for high school credit-bearing courses will adhere to the respective program requirements including but not limited to a-g, AP, CTE, and NCAA.

Selecting Core Curriculum at Excel Academy

1. The parent/guardian is required to select an approved core curriculum for each class listed on the student's Master Agreement. Learning centers are supplemental to the approved, assigned curriculum and do not qualify as core curriculum.

2. The ToR will provide the parent/guardian with the grade-specific Curriculum Menu. 3. If the parent/guardian requests additional curricula options, the ToR will provide the respective Curriculum Handbook (TK-6 Handbook, 7-8 Handbook and 9-12 Handbook).

4. The parent/guardian selects core curricula from the Curriculum Menu or Handbook. 5. After the first day of school, the ToR will choose and place curriculum orders ***if*** the parent/guardian has *not* made curriculum decisions for each class listed on the students Master Agreement:

    a. within ten-days of signing their master agreement, or
    b. within ten-days of the initial conversation about curriculum

6. Any curriculum changes for a student's course of study must be finalized by the end of the first learning period of the semester

Process for Approval of Unreviewed Curriculum

Parent/guardian may request review and approval of curriculum not currently on the approved list by:

1. Providing their Teacher of Record with the title, edition, author, and scope and sequence of the text and/or materials.
2. The Teacher of Record will submit the information to be reviewed.
3. Credentialed staff member(s) will review each curriculum approval request to ensure compliance with these selection guidelines.

Approvals for new curriculum occur once annually, opening the first day of the second semester and closing on the last day of school. Parents/guardians may submit requests via their teacher during the spring semester for the following school year; requests must be received prior to the

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last day of school. Any student enrolling after the deadline for the submission of new curriculum requests, must choose from approved curriculum and must wait for the following school year, spring semester to request approval of any curriculum not currently on the approved list. High school students entering after the 10th day of school will be assigned an approved curriculum.

Coversheet

Local Indicators and Local Control & Accountability Plan (LCAP) 2025-26

Section: XII. Public Hearing
Item: A. Local Indicators and Local Control & Accountability Plan (LCAP) 2025-26
Purpose: Discuss
Submitted by:
Related Material:
2025_Local_Indicator_Self-Reflection_24-25_Indicators_Excel_Academy_Charter_School_-_Warner_20250604 FINAL.pdf
2025_Local_Indicator_Self-Reflection_24-25_Indicators_Excel_Academy_Charter_School_-_Helendale_20250604 FINAL.pdf
2025_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Helendale_20250605 FINAL 2025.pdf
2025_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Warner_20250605 FINAL 2025.pdf
LCAP and Local Indicators - Board Meeting - June 2025.pdf

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	58.5	75.4%	22.7%	0.0%	0.0%	1.2%	0.0%	0.6%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Excel Academy Charter School (EACS) delivers a high-quality model of education rooted in personalized learning, flexible schedules, and proven multi-tiered systems of support for all TK-12 grade students. EACS offers students various equity based curriculum options that are vetted for standards alignment and a high level of rigor. Teachers, students, and parents consistently collaborate to properly pace and design an instructional program to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. EACS gathers baseline data from internal assessments, such as the i-Ready benchmark diagnostic assessments in English language arts (ELA) and mathematics, the English Language Proficiency Assessments for California (ELPAC), and the California Assessment of Student Performance and Progress (CAASPP) results. The goal of EACS is to increase the percentage of students who are meeting or exceeding standards in both ELA and math by 2% each year. All assessment results are regularly presented to the local governing board, to educational partners, and through the California School Dashboard. EACS has established baseline data of college and career readiness and strives to increase this by 2% annually. EACS is committed to ensuring that all students master grade-level standards across English Language Arts, mathematics, science, social studies, visual and performing arts, physical education, health, and world languages. As they progress, students are supported in becoming creative and critical thinkers, effective communicators, active community and global participants, and empowered, independent, and responsible learners.

Mission Statement -
Excel Academy Charter School 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.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

All English Learner (EL) students at EACS receive targeted English Language Development (ELD) instruction delivered by credentialed educators holding a Crosscultural, Language, and Academic Development (CLAD) authorization. Instruction is provided through both asynchronous and synchronous formats to support language acquisition at all levels. Asynchronous instruction includes grade-level appropriate online programs, for example, TK–5: Lexia English, grades 6–12: English 3D, and grades 3–12: NoRedInk with EL teacher guidance. Synchronous instruction is provided in small-group settings and focuses on designated ELD standards to ensure students develop proficiency in listening, speaking, reading, and writing. Long-Term English Learners (LTELs) receive additional, individualized support through the Student Success Team (SST) process to address persistent language development needs and accelerate progress toward English proficiency.

EACS provides a comprehensive science education aligned to the Next Generation Science Standards (NGSS) across all grade levels. Students in grades 7-12 have the opportunity to participate in teacher-led courses. Students in grades 7 and 8 engage in ETL science courses using the Bright Thinker curriculum, integrated with NGSS and supported by personalized lab kits that promote hands-on learning and scientific inquiry. High school students participate in ETL courses in biology, chemistry, and physics using the Bright Thinker curriculum to deepen their understanding of scientific concepts through rigorous, standards-based instruction.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Excel Academy Charter School (EACS) is committed to fostering strong, collaborative educational partnerships among parents, students, staff, and the broader learning community. Through transparent communication, in-person and virtual learning period meetings, shared decision making, and consistent collaboration, EACS ensures that all educational partners have a voice in shaping school-wide growth and student success. EACS values educational partner input to reflect on overall progress, celebrate successes, and identify opportunities for continuous program improvement. Partnerships are foundational to driving instruction, achieving school-wide goals, and enhancing student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. At the heart of EACS is a dedicated team of educators who ensure consistent, responsive, and respectful communication between all educational partners. The number one priority at EACS is supporting the academic, social, and emotional success of each individual student. Through robust systems of support, personalized learning, and data-driven instruction, each student is empowered to meet or exceed grade-level expectations.

Based on the input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.
100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.
95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.
97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.

98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of the positive educational partner feedback and collected data, EACS will continue to implement the successful communication practices in place which have proven to be effective to keep educational partners informed and connected to student education. EACS is driven to stay on top of the latest trends in education and uses communication platforms that provide consistent, open lines of communication with all educational partners. EACS is always focused on building participation and committee opportunities through SSC, ELAC, and PAC meetings which will continue to remain an area of importance and improvement. In person and virtual learning period meetings help maintain a strong connection between home and school. Surveys give the school important feedback to support the students and families more effectively.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EACS is deeply committed to encouraging parent and guardian involvement as a key factor of student success. Through a flexible and personalized learning model, EACS offers a customized course of study that is designed to educate, motivate, and instill a love of learning in each individual student, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students. This commitment extends to families through intentional, ongoing communication and engagement opportunities. Teachers, students, and parents collaborate through learning period meetings, support meetings, IEPs, and conferences to assess student progress and create developmental learning goals. EACS provides an array of learning opportunities and workshops that are specifically designed to empower the parents and equip them with necessary tools to support their students' academic journey. Training consists of, but is not limited to, EL progress and the reclassification process, parent portal resources, webinars, curriculum menus, a Parent Summit informational sessions, parent education through Parent Power-Up events, Back to School events, and teacher/parent training. Teachers and parents work closely to foster a positive relationship that maintains high expectations and promotes academic excellence for all students, ultimately creating the next generation of confident and capable leaders. Parents are informed of all communication platforms that are available to provide them direct access to their teachers, staff, resources, and all school-related meetings. All notifications, meeting agendas and minutes, approved policies, informational meetings, and community events are readily made available through Beehively (main platform for communication) and the EACS website and handbook. The LEA's Title 1 Coordinator, Intervention Coordinator, and school counselors proactively reach out to homeless and foster youth, and students who need academic and social emotional support. These efforts ensure that all students and families are seen, supported, and valued. Parents/guardians are informed well in advance and encouraged to attend all quarterly SSC, ELAC, and PAC meetings. The meeting agendas and minutes are posted on the EACS website. EACS continues to prioritize finding alternative ways to enhance and encourage more parent/guardian participation in SSC, ELAC, and PAC meetings. To increase accessibility and relevance, EACS highlights live intervention classes at the beginning of ELAC and SSC meetings, showcasing how targeted instruction supports student growth and skill-building. EACS is intentional in fostering multicultural awareness by honoring the heritage, customs, and traditions of its diverse community. ELAC and SSC meetings incorporate cultural discussions and presentations, which have improved attendance and engagement.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EACS is committed to desegregating internal benchmark assessments and state data to identify all students, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students, who need interventions in English language arts and mathematics to help close achievement gaps. Participation in intervention lessons and live instruction supports academic development and achievement. Strong teacher-parent-student relationships build trust and help students progress towards grade level expectations. EACS' commitment to encouraging parental involvement, by developing a trusting and respectful relationship between the school staff and families, is important to building and sustaining positive relationships. EACS develops a strong school-home partnership through the use of communication tools that provide parents access to the student's teacher, current information about the school, academic information through a parent portal, opportunities to participate and provide input in teacher-parent/student meetings, and governing board meetings. All applicable notifications are posted on the school website and in the parent handbook. A part of the role of the counselor includes communicating with educational partners about their legal rights. Our Intervention Coordinator shares Title I and Title III-related parent rights, applicable policies, and encourages education partnership participation. In conformity with Senate Bill 1375, the school posts information on the school website identifying the school's Title IX/Uniform Complaint Procedure Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. The school website and the parent/student handbooks contain information about the Annual Notice of Uniform Complaint Procedures. The Notice of Procedural Safeguards is provided to parents of students with an IEP on an annual basis. The notice is provided electronically by email in English and Spanish, is translated upon request, and is also offered to parents at every IEP meeting. If the parent is a non-native English speaker, a translator is present to provide translation of the document. Parents/guardians have the opportunity to communicate with their students' teachers on a regular basis and are encouraged to reach out through email and by phone to set up meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input, EACS will continue to focus on partnership and student outcome improvement by offering additional parent education opportunities in person and virtual, annual surveys, and opportunities for engagement through SSC, ELAC, and PAC meetings. EACS is dedicated to enhancing student engagement in live instruction, specifically for EL students and students who are working below grade level. The intervention department will continue to assess the quality of the classes and make adjustments when deemed necessary in order to provide tailored instruction to fit the individual needs of the students. Support and guidance to address specific needs and challenges for underrepresented students and families will continue to be assessed by the teachers, counselors, and case managers.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

EACS is committed to strengthening partnerships with families and the broader community to foster increased engagement, involvement, safety, and satisfaction, which is all in direct support of student learning and achievement. Inclusive and transparent communication is effective for all educational partners, including families of EL students, students with disabilities, and other unduplicated student groups. Educational partners are provided opportunities for input in decision making for policy and program improvement. The teacher-parent-student relationship is at the core of student success, which EACS continues to cultivate by maintaining open lines of communication. To support the academic, and social-emotional needs of every student, EACS will provide equity-based instruction and the necessary individualized resources, interventions, and support that is critical for growth and progress. Parents and guardians will remain informed and actively involved in their students' educational journey.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Educational Partner Input data:
2020-21: 66 Educational Partner Input Survey Participants
2021-22: 220 Educational Partner Input Survey Participants
2022-23: 304 Educational Partner Input Survey Participants
2023-24: 351 Educational Partner Input Survey Participants
2024-25: 287 Educational Partner Input Survey Participants

EACS is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision-making that concerns the equity-based education and instruction of all students, as well as the quality of the school programs. Communication about opportunities to provide input is shared through conversations during learning period meetings, social media platforms, Beehively, as well as during SSC, ELAC, and PAC meetings. There were 287 participants in the LCAP Parent/Guardian Input Survey and 181 participants in the LCAP Student Input Survey. Despite the continuous efforts of the leadership team and teachers, there was a decline in the number of parent respondents, but a significant increase with the student responses.

Surveys are also provided to parents and staff by various departments. Each month these surveys go out through an online pulse-check survey platform called Possip that tracks trends and holistic, qualitative, and quantitative data that can then be translated and shared with respondents. To encourage an open line of communication and transparency, survey data is provided to the educational partners during the ELAC and SSC meetings and in the monthly newsletters.

Meaning: There are ongoing efforts to increase communication with educational partners and to provide all partners with the opportunity to share their insights. This feedback is greatly valued because it helps the leadership team assess existing programs, policies, and procedures and ultimately guides and informs decisions regarding potential changes and program adjustments.

Use: EACS will continue to monitor the level of educational partner participation in input opportunities and continue to research strategies to encourage participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

EACS annually measures growth and progress by seeking input and feedback from all educational partners through annual surveys, teacher/student/parent meetings, board meetings, and through program participation in SSC, ELAC, and PAC meetings. EACS reports the collected results to all educational partners in order to promote transparency and collaboration. Empowering educational partners to provide input and feedback, and participate in decision-making, ultimately creates a positive environment where staff, parents/guardians, students, and members of the community and governing board have the opportunity for their voices to be shared and heard. EACS will continue to discuss best practices and train staff on effective strategies for family communication and outreach which integrate and highlight the need for inclusion, trust, and collaboration. The ultimate goal is for EACS staff to work alongside educational partners in a manner that leads to a positive and successful school environment where students receive the necessary interventions, resources, and support to thrive and become lifelong learners. EACS remains committed to finding new ways to engage parents and guardians more actively in ELAC, SSC, and PAC meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Although the survey results did not indicate or reveal less engagement from underrepresented families, communication remains a top priority by focusing on strengthening collaboration and participation of all families by providing meaningful in-person and virtual support, guidance, and resources. Through multiple measures of communication, in order to seek input for decision making, EACS will reach out to all parents/guardians with consistent reminders of upcoming events and meetings to attend, including board meetings. All parents/guardians

will be notified in a timely manner if there are concerns regarding student academic, social, and emotional achievement.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.
95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.
100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.
97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.
97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.
98.3% of survey respondents feel the school does a good job communicating through all forms of communication.
98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

Testimonials
"Excel Academy provides everything I need."
"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"
"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

Elementary SEL Survey - Grades 7-8 - 121 respondents
The SEL survey was provided to garner a sense of understanding as to how the students were feeling about themselves and their progress in school. Counselors were able to get a pulse on how the students were feeling to offer necessary support and/or to plan interventions.
On a five point scale, four and five were the highest scores available (a positive reflection). When asked how the students felt they were doing in school, 57.9% scored an overall four and 34.7% scored an overall five.
When asked how the students feel about the relationships that surround them, 30.8% scored an overall four and 57.9% scored an overall five.
When asked how the students feel about themselves most of the time, 40.5% scored an overall four and 52.1% scored an overall five.

Students in grades K - 12 Intervention Feedback
100% of survey respondents agree that they are satisfied with teacher communications.
100% of survey respondents agree that students are receiving quality instruction.
100% of survey respondents feel that the provided classes have given their students a sense of belonging.

Testimonials:
"Teacher is very patient and keeps the students engaged."
"My son loves his ELD class. He finds the way he learns with the teacher very exciting."
"My child looks forward to class and has learned new skills."
"Class is amazing and is helping our son engage with the other students and teacher. Very nice teacher and helps him understand whatever he doesn’t understand."
"I am grateful for the patience that has been given throughout the learning process."

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

MEANING: The survey results are shared with educational partners to address trends in the input during the ELAC, SSC, and all staff meetings. There was no input that directly affected the LCAP goals and actions. The most consistent trend we found was praise for EACS and appreciation for all of the resources provided to families. The social-emotional well-being of EACS students are closely monitored, and when necessary, appropriate steps are taken to address and support student needs. The "What I Need" (WIN) program is well received by parents and the family feedback was positive. The constructive comments were associated with parent/guardian welcoming additional opportunities for writing, reading, and math instruction.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

USE: EACS takes pride in focusing on continuous improvement by analyzing current curriculum options, internal assessments, opportunities for social-emotional growth, and educational partner feedback to ensure students are being provided the best education that serves their individual needs. i-Ready has been an exceptional internal assessment for EACS students. However, since i-Ready only assesses math and reading, for the 25/26 school year, EACS will be piloting Write Score to enhance written expression. Students will be taking two benchmark assessments, one in the fall and one in the spring, to determine areas of strengths and needed growth.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

EACS offers all students, including EL students, students with disabilities. socio-economically disadvantaged students, and other underrepresented students across all grade levels, innovative, personalized academic programs that provide a broad course of study, flexibility, and independent learning opportunities. The programs are grounded in the principles of integrity, accountability and compliance, and are informed by data analysis from student assessments and academic coursework. With the support and guidance of a credentialed teacher, students build a customized learning plan tailored to their individual educational goals, ensuring the instruction is relevant and rigorous. All 8th-12th grade students meet with their assigned High School Counselor yearly to review graduation progress, select courses that will ensure they meet their academic goals, and create a detailed in depth Course of Study that indicates the courses the student will be studying and the vetted curriculum they will be using. A pacing guide for each assigned subject is then created by the teacher who will monitor the completion of the assignments and assessments outlined. All students have access to core subject courses, CTE and elective courses, advanced high school courses (Honors and AP), credit recovery, and participation in concurrent enrollment. Students in grades 7-12 are offered live, weekly hybrid courses in all core subjects. The High School Counselor and High School Principal initiate a general education meeting to follow each eighth grade end-of-year IEP to ensure that the students have a four year plan in place for high school. Any SPED curricular questions are addressed with the Case Managers who implement IEP goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to a broad course of study, internal and state assessments, and oversight from credentialed educators due to EACS' personalized learning model. Students who are receiving interventions have access to

additional academic resources and tutoring. The EACS High School Counselor and teacher work together to plan the approved courses and develop four year high school plans. The High School Principal and School Counselor monitor student enrollment in the approved courses and work with the student and parents to create a plan based on student interests, goals, and grade-level expectations. When deemed appropriate, based on internal and state assessment results, the Intervention Coordinator works in conjunction with the Special Education Team, High School Counselor, teacher, and Administrative Team to ensure that the student has the appropriate resources and interventions in place to strengthen skills and close any learning gaps. EACS tracks students' volunteer and work-based hours through remote learning opportunities for the completer courses. EACS currently offers three CTE pathways: Business Marketing, Digital Media and Photography, and Patient Care. As a result of the collaboration, guidance, and support in place, EACS continues to see great success which is reflected in our graduate rate and an increased number of students moving on to community colleges, four year colleges, and trade schools.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Since EACS does not have a physical location, providing students with hands-on experience in CTE Capstone courses can be a challenge. However, we have overcome that barrier by encouraging dual enrollment in community colleges where the resources for hands-on instruction and training are readily available.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to a broad course of study and equity-based instruction for all students, EACS reviews and assesses the vetted curriculum options, programs in place, assessment results, strategic planning, course completion, and best practices to determine potential program changes and then conducts a needs assessment based on all of the data. All students, including students with disabilities, English learners (EL), and socioeconomically disadvantaged students, have access to resources and intervention that are geared specifically to meet their individual needs across all domains of English language arts (ELA) and mathematics. Students with disabilities meet with credentialed staff three times per week to receive specialized academic instruction, in addition to intervention classes. Students in the WIN ("What I Need") intervention classes will continue to utilize DreamBox Math and Lexia Core 5 Reading to help strengthen learning gaps in ELA and mathematics. EL students will continue to use Lexia English (grades TK-5), English 3D (grades 6-12) and No Red Ink Premium (grades 3-12) in order to have stronger support aligned with ELPAC score report levels and the ELD Framework. EACS added NoRedInk (premium) to enhance instructional writing and grammar support and DreamBox Math as a targeted intervention, refined the curriculum menu options for students across all grade levels, and added an additional secondary math intervention course. There has been significant growth on the local i-Ready assessments for all students which is indicative of the solid curriculum, direct instruction, resources, support, and guidance they are receiving from their primary teachers and the support staff.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
to all expelled students in the county, including:					
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	52.2	74.6%	24.4%	0.0%	0.0%	0.1%	0.0%	1.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Excel Academy Charter School (EACS) delivers a high-quality model of education rooted in personalized learning, flexible schedules, and proven multi-tiered systems of support for all TK-12 grade students. EACS offers students equity-based curriculum options that are vetted for standards alignment and a high level of rigor. Teachers, students, and parents consistently collaborate to properly pace and design an instructional program to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. EACS gathers baseline data from internal assessments, such as the i-Ready benchmark diagnostic assessments in English language arts (ELA) and mathematics, the English Language Proficiency Assessments for California (ELPAC), and the California Assessment of Student Performance and Progress (CAASPP) results. The goal of EACS is to increase the percentage of students who are meeting or exceeding standards in both ELA and math by 2% each year. All assessment results are regularly presented to the local governing board, to educational partners, and through the California School Dashboard. EACS has established baseline data of college and career readiness and strives to increase this by 2% annually. EACS is committed to ensuring that all students master grade-level standards across English Language Arts, mathematics, science, social studies, visual and performing arts, physical education, health, and world languages. As they progress, students are supported in becoming creative and critical thinkers, effective communicators, active community and global participants, and empowered, independent, and responsible learners.

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

All English Learner (EL) students at EACS receive targeted English Language Development (ELD) instruction delivered by credentialed educators holding a Crosscultural, Language, and Academic Development (CLAD) authorization. Instruction is provided through both asynchronous and synchronous formats to support language acquisition at all levels. Asynchronous instruction includes grade-level appropriate online programs, for example, TK–5: Lexia English, grades 6–12: English 3D, and grades 3–12: NoRedInk with EL teacher guidance. Synchronous instruction is provided in small-group settings and focuses on designated ELD standards to ensure students develop proficiency in listening, speaking, reading, and writing. Long-Term English Learners (LTELs) receive additional, individualized support through the Student Success Team (SST) process to address persistent language development needs and accelerate progress toward English proficiency.

EACS provides a comprehensive science education aligned to the Next Generation Science Standards (NGSS) across all grade levels. Students in grades 7-12 have the opportunity to participate in teacher-led courses. Students in grades 7 and 8 engage in ETL science courses using the Bright Thinker curriculum, integrated with NGSS and supported by personalized lab kits that promote hands-on learning and scientific inquiry. High school students participate in ETL courses in biology, chemistry, and physics using the Bright Thinker curriculum to deepen their understanding of scientific concepts through rigorous, standards-based instruction.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Excel Academy Charter School (EACS) is committed to fostering strong, collaborative educational partnerships among parents, students, staff, and the broader learning community. Through transparent communication, in-person and virtual learning period meetings, shared decision making, and consistent collaboration, EACS ensures that all educational partners have a voice in shaping school-wide growth and student success. EACS values educational partner input to reflect on overall progress, celebrate successes, and identify opportunities for continuous program improvement. Partnerships are foundational to driving instruction, achieving school-wide goals, and enhancing student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. At the heart of EACS is a dedicated team of educators who ensure consistent, responsive, and respectful communication between all educational partners. The number one priority at EACS is supporting the academic, social, and emotional success of each individual student. Through robust systems of support, personalized learning, and data-driven instruction, each student is empowered to meet or exceed grade-level expectations.

Based on the input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.
100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.
95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.
97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.

98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of the positive educational partner feedback and collected data, EACS will continue to implement the successful communication practices in place which have proven to be effective to keep educational partners informed and connected to student education. EACS is driven to stay on top of the latest trends in education and uses communication platforms that provide consistent, open lines of communication with all educational partners. EACS is always focused on building participation and committee opportunities through SSC, ELAC, and PAC meetings which will continue to remain an area of importance and improvement. In person and virtual learning period meetings help maintain a strong connection between home and school. Surveys give the school important feedback to support the students and families more effectively.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EACS is deeply committed to encouraging parent and guardian involvement as a key factor of student success. Through a flexible and personalized learning model, EACS offers a customized course of study that is designed to educate, motivate, and instill a love of learning in each individual student, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students. This commitment extends to families through intentional, ongoing communication and engagement opportunities. Teachers, students, and parents collaborate through learning period meetings, support meetings, IEPs, and conferences to assess student progress and create developmental learning goals. EACS provides an array of learning opportunities and workshops that are specifically designed to empower the parents and equip them with necessary tools to support their students' academic journey. Training consists of, but is not limited to, EL progress and the reclassification process, parent portal resources, webinars, curriculum menus, a Parent Summit informational sessions, parent education through Parent Power-Up events, Back to School events, and teacher/parent training. Teachers and parents work closely to foster a positive relationship that maintains high expectations and promotes academic excellence for all students, ultimately creating the next generation of confident and capable leaders. Parents are informed of all communication platforms that are available to provide them direct access to their teachers, staff, resources, and all school-related meetings. All notifications, meeting agendas and minutes, approved policies, informational meetings, and community events are readily made available through Beehively (main platform for communication) and the EACS website and handbook. The LEA's Title 1 Coordinator, Intervention Coordinator, and school counselors proactively reach out to homeless and foster youth, and students who need academic and social emotional support. These efforts ensure that all students and families are seen, supported, and valued. Parents/guardians are informed well in advance and encouraged to attend all quarterly SSC, ELAC, and PAC meetings. The meeting agendas and minutes are posted on the EACS website. EACS continues to prioritize finding alternative ways to enhance and encourage more parent/guardian participation in SSC, ELAC, and PAC meetings. To increase accessibility and relevance, EACS highlights live intervention classes at the beginning of ELAC and SSC meetings, showcasing how targeted instruction supports student growth and skill-building. EACS is intentional in fostering multicultural awareness by honoring the heritage, customs, and traditions of its diverse community. ELAC and SSC meetings incorporate cultural discussions and presentations, which have improved attendance and engagement.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EACS is committed to desegregating internal benchmark assessments and state data to identify all students, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students, who need interventions in English language arts and mathematics to help close achievement gaps. Participation in intervention lessons and live instruction supports academic development and achievement. Strong teacher-parent-student relationships build trust and help students progress towards grade level expectations. EACS' commitment to encouraging parental involvement, by developing a trusting and respectful relationship between the school staff and families, is important to building and sustaining positive relationships. EACS develops a strong school-home partnership through the use of communication tools that provide parents access to the student's teacher, current information about the school, academic information through a parent portal, opportunities to participate and provide input in teacher-parent/student meetings, and governing board meetings. All applicable notifications are posted on the school website and in the parent handbook. A part of the role of the counselor includes communicating with educational partners about their legal rights. Our Intervention Coordinator shares Title I and Title III-related parent rights, applicable policies, and encourages education partnership participation. In conformity with Senate Bill 1375, the school posts information on the school website identifying the school's Title IX/Uniform Complaint Procedure Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. The school website and the parent/student handbooks contain information about the Annual Notice of Uniform Complaint Procedures. The Notice of Procedural Safeguards is provided to parents of students with an IEP on an annual basis. The notice is provided electronically by email in English and Spanish, is translated upon request, and is also offered to parents at every IEP meeting. If the parent is a non-native English speaker, a translator is present to provide translation of the document. Parents/guardians have the opportunity to communicate with their students' teachers on a regular basis and are encouraged to reach out through email and by phone to set up meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input, EACS will continue to focus on partnership and student outcome improvement by offering additional parent education opportunities in person and virtual, annual surveys, and opportunities for engagement through SSC, ELAC, and PAC meetings. EACS is dedicated to enhancing student engagement in live instruction, specifically for EL students and students who are working below grade level. The intervention department will continue to assess the quality of the classes and make adjustments when deemed necessary in order to provide tailored instruction to fit the individual needs of the students. Support and guidance to address specific needs and challenges for underrepresented students and families will continue to be assessed by the teachers, counselors, and case managers.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

EACS is committed to strengthening partnerships with families and the broader community to foster increased engagement, involvement, safety, and satisfaction, which is all in direct support of student learning and achievement. Inclusive and transparent communication is effective for all educational partners, including families of EL students, students with disabilities, and other unduplicated student groups. Educational partners are provided opportunities for input in decision making for policy and program improvement. The teacher-parent-student relationship is at the core of student success, which EACS continues to cultivate by maintaining open lines of communication. To support the academic, and social-emotional needs of every student, EACS will provide equity-based instruction and the necessary individualized resources, interventions, and support that is critical for growth and progress. Parents and guardians will remain informed and actively involved in their students' educational journey.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Educational Partner Input data:
2020-21: 66 Educational Partner Input Survey Participants
2021-22: 220 Educational Partner Input Survey Participants
2022-23: 304 Educational Partner Input Survey Participants
2023-24: 351 Educational Partner Input Survey Participants
2024-25: 287 Educational Partner Input Survey Participants

EACS is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision-making that concerns the equity-based education and instruction of all students, as well as the quality of the school programs. Communication about opportunities to provide input is shared through conversations during learning period meetings, social media platforms, Beehively, as well as during SSC, ELAC, and PAC meetings. There were 287 participants in the LCAP Parent/Guardian Input Survey and 181 participants in the LCAP Student Input Survey. Despite the continuous efforts of the leadership team and teachers, there was a decline in the number of parent respondents, but a significant increase with the student responses.

Surveys are also provided to parents and staff by various departments. Each month these surveys go out through an online pulse-check survey platform called Possip that tracks trends and holistic, qualitative, and quantitative data that can then be translated and shared with respondents. To encourage an open line of communication and transparency, survey data is provided to the educational partners during the ELAC and SSC meetings and in the monthly newsletters.

Meaning: There are ongoing efforts to increase communication with educational partners and to provide all partners with the opportunity to share their insights. This feedback is greatly valued because it helps the leadership team assess existing programs, policies, and procedures and ultimately guides and informs decisions regarding potential changes and program adjustments.

Use: EACS will continue to monitor the level of educational partner participation in input opportunities and continue to research strategies to encourage participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

EACS annually measures growth and progress by seeking input and feedback from all educational partners through annual surveys, teacher/student/parent meetings, board meetings, and through program participation in SSC, ELAC, and PAC meetings. EACS reports the collected results to all educational partners in order to promote transparency and collaboration. Empowering educational partners to provide input and feedback, and participate in decision-making, ultimately creates a positive environment where staff, parents/guardians, students, and members of the community and governing board have the opportunity for their voices to be shared and heard. EACS will continue to discuss best practices and train staff on effective strategies for family communication and outreach which integrate and highlight the need for inclusion, trust, and collaboration. The ultimate goal is for EACS staff to work alongside educational partners in a manner that leads to a positive and successful school environment where students receive the necessary interventions, resources, and support to thrive and become lifelong learners. EACS remains committed to finding new ways to engage parents and guardians more actively in ELAC, SSC, and PAC meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Although the survey results did not indicate or reveal less engagement from underrepresented families, communication remains a top priority by focusing on strengthening collaboration and participation of all families by providing meaningful in-person and virtual support, guidance, and resources. Through multiple measures of communication, in order to seek input for decision making, EACS will continue to solicit input by reaching out to all parents/guardians with ongoing reminders of upcoming events and meetings to attend, including board meetings. All

parents/guardians will be notified in a timely manner if there are concerns regarding student academic, social, and emotional achievement.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.
95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.
100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.
97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.
97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.
98.3% of survey respondents feel the school does a good job communicating through all forms of communication.
98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

Testimonials
"Excel Academy provides everything I need."
"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"
"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

Elementary SEL Survey - Grades 7-8 - 121 respondents
The SEL survey was provided to garner a sense of understanding as to how the students were feeling about themselves and their progress in school. Counselors were able to get a pulse on how the students were feeling to offer necessary support and/or to plan interventions.
On a five point scale, four and five were the highest scores available (a positive reflection). When asked how the students felt they were doing in school, 57.9% scored an overall four and 34.7% scored an overall five.
When asked how the students feel about the relationships that surround them, 30.8% scored an overall four and 57.9% scored an overall five.
When asked how the students feel about themselves most of the time, 40.5% scored an overall four and 52.1% scored an overall five.

Students in grades K - 12 Intervention Feedback
100% of survey respondents agree that they are satisfied with teacher communications.
100% of survey respondents agree that students are receiving quality instruction.
100% of survey respondents feel that the provided classes have given their students a sense of belonging.

Testimonials:
"Teacher is very patient and keeps the students engaged."
"My son loves his ELD class. He finds the way he learns with the teacher very exciting."
"My child looks forward to class and has learned new skills."
"Class is amazing and is helping our son engage with the other students and teacher. Very nice teacher and helps him understand whatever he doesn't understand."
"I am grateful for the patience that has been given throughout the learning process."

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

MEANING: The survey results are shared with educational partners to address trends in the input during the ELAC, SSC, and all staff meetings. There was no input that directly affected the LCAP goals and actions. The most consistent trend we found was praise for EACS and appreciation for all of the resources provided to families. The social-emotional well-being of EACS students are closely monitored, and when necessary, appropriate steps are taken to address and support student needs. The "What I Need" (WIN) program is well received by parents and the family feedback was positive. The constructive comments were associated with parent/guardian welcoming additional opportunities for writing, reading, and math instruction.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

USE: EACS takes pride in focusing on continuous improvement by analyzing current curriculum options, internal assessments, opportunities for social-emotional growth, and educational partner feedback to ensure students are being provided the best education that serves their individual needs. i-Ready has been an exceptional internal assessment for EACS students. However, since i-Ready only assesses math and reading, for the 25/26 school year, EACS will be piloting Write Score to enhance written expression. Students will be taking two benchmark assessments, one in the fall and one in the spring, to determine areas of strengths and needed growth.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

EACS offers all students, including EL students, students with disabilities. socio-economically disadvantaged students, and other underrepresented students across all grade levels, innovative, personalized academic programs that provide a broad course of study, flexibility, and independent learning opportunities. The programs are grounded in the principles of integrity, accountability and compliance, and are informed by data analysis from student assessments and academic coursework. With the support and guidance of a credentialed teacher, students build a customized learning plan tailored to their individual educational goals, ensuring the instruction is relevant and rigorous. All 8th-12th grade students meet with their assigned High School Counselor yearly to review graduation progress, select courses that will ensure they meet their academic goals, and create a detailed in depth Course of Study that indicates the courses the student will be studying and the vetted curriculum they will be using. A pacing guide for each assigned subject is then created by the teacher who will monitor the completion of the assignments and assessments outlined. All students have access to core subject courses, CTE and elective courses, advanced high school courses (Honors and AP), credit recovery, and participation in concurrent enrollment. Students in grades 7-12 are offered live, weekly hybrid courses in all core subjects. The High School Counselor and High School Principal initiate a general education meeting to follow each eighth grade end-of-year IEP to ensure that the students have a four year plan in place for high school. Any SPED curricular questions are addressed with the Case Managers who implement IEP goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to a broad course of study, internal and state assessments, and oversight from credentialed educators due to EACS' personalized learning model. Students who are receiving interventions have access to

additional academic resources and tutoring. The EACS High School Counselor and teacher work together to plan the approved courses and develop four year high school plans. The High School Principal and School Counselor monitor student enrollment in the approved courses and work with the student and parents to create a plan based on student interests, goals, and grade-level expectations. When deemed appropriate, based on internal and state assessment results, the Intervention Coordinator works in conjunction with the Special Education Team, High School Counselor, teacher, and Administrative Team to ensure that the student has the appropriate resources and interventions in place to strengthen skills and close any learning gaps. EACS tracks students' volunteer and work-based hours through remote learning opportunities for the completer courses. EACS currently offers three CTE pathways: Business Marketing, Digital Media and Photography, and Patient Care. As a result of the collaboration, guidance, and support in place, EACS continues to see great success which is reflected in our graduate rate and an increased number of students moving on to community colleges, four year colleges, and trade schools.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Since EACS does not have a physical location, providing students with hands-on experience in CTE Capstone courses can be a challenge. However, we have overcome that barrier by encouraging dual enrollment in community colleges where the resources for hands-on instruction and training are readily available.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to a broad course of study and equity-based instruction for all students, EACS reviews and assesses the vetted curriculum options, programs in place, assessment results, strategic planning, course completion, and best practices to determine potential program changes and then conducts a needs assessment based on all of the data. All students, including students with disabilities, English learners (EL), and socioeconomically disadvantaged students, have access to resources and intervention that are geared specifically to meet their individual needs across all domains of English language arts (ELA) and mathematics. Students with disabilities meet with credentialed staff three times per week to receive specialized academic instruction, in addition to intervention classes. Students in the WIN ("What I Need") intervention classes will continue to utilize DreamBox Math and Lexia Core 5 Reading to help strengthen learning gaps in ELA and mathematics. EL students will continue to use Lexia English (grades TK-5), English 3D (grades 6-12) and No Red Ink Premium (grades 3-12) in order to have stronger support aligned with ELPAC score report levels and the ELD Framework. EACS added NoRedInk (premium) to enhance instructional writing and grammar support and DreamBox Math as a targeted intervention, refined the curriculum menu options for students across all grade levels, and added an additional secondary math intervention course. There has been significant growth on the local i-Ready assessments for all students which is indicative of the solid curriculum, direct instruction, resources, support, and guidance they are receiving from their primary teachers and the support staff.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

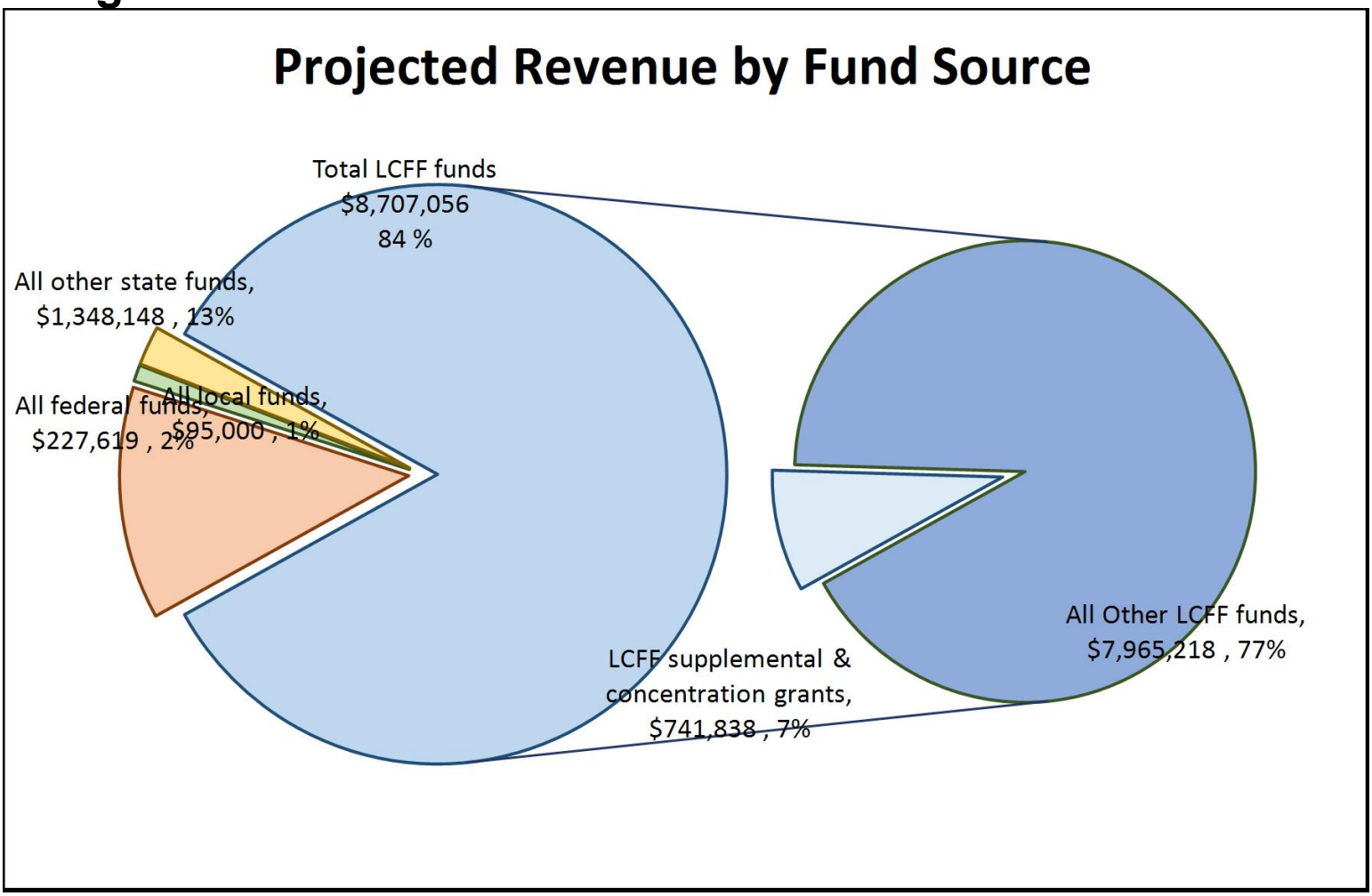
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Helendale
CDS Code: California
School Year: 2025-26
LEA contact information:
Heidi Gasca
Executive Director

(949) 412-3122

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

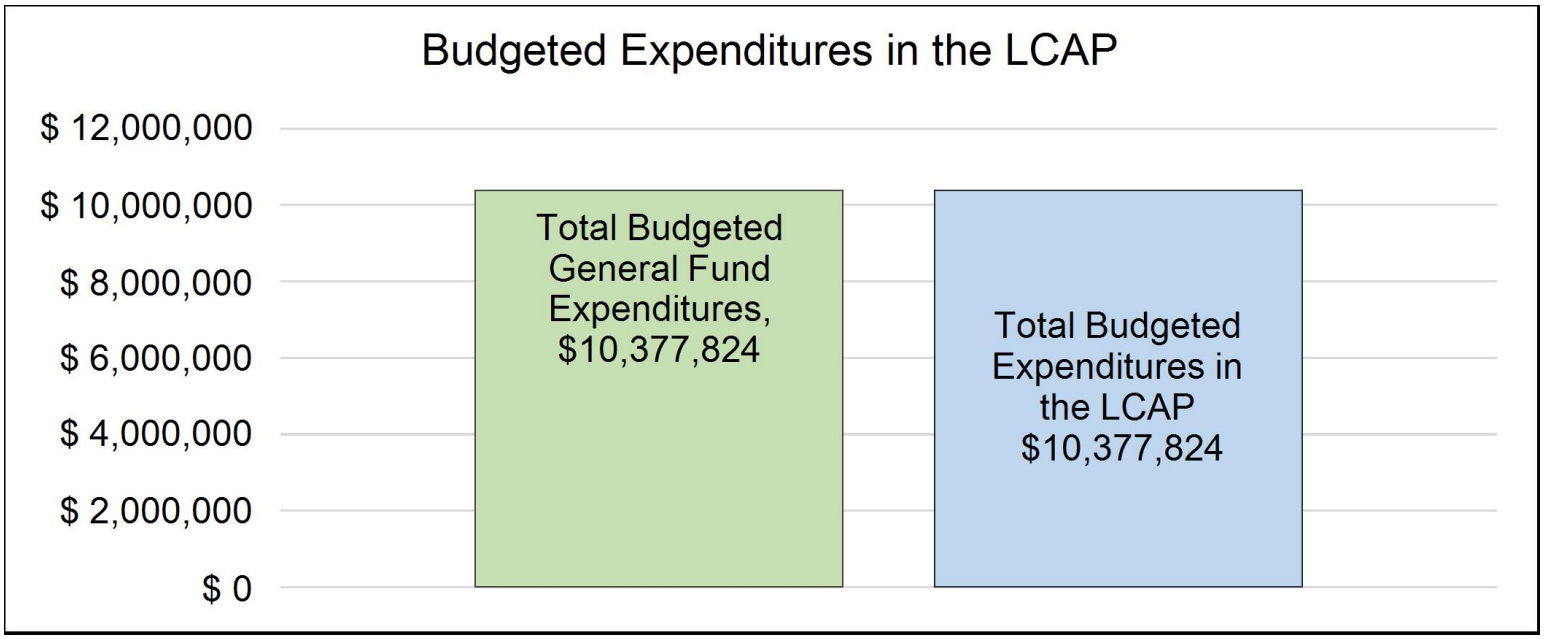


This chart shows the total general purpose revenue Excel Academy Charter School - Helendale expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Helendale is $10,377,824, of which $8,707,056 is Local Control Funding Formula (LCFF), $1,348,148 is other state funds, $95,000 is local funds, and $227,619 is federal funds. Of the $8,707,056 in LCFF Funds, $741,838 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Excel Academy Charter School - Helendale plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

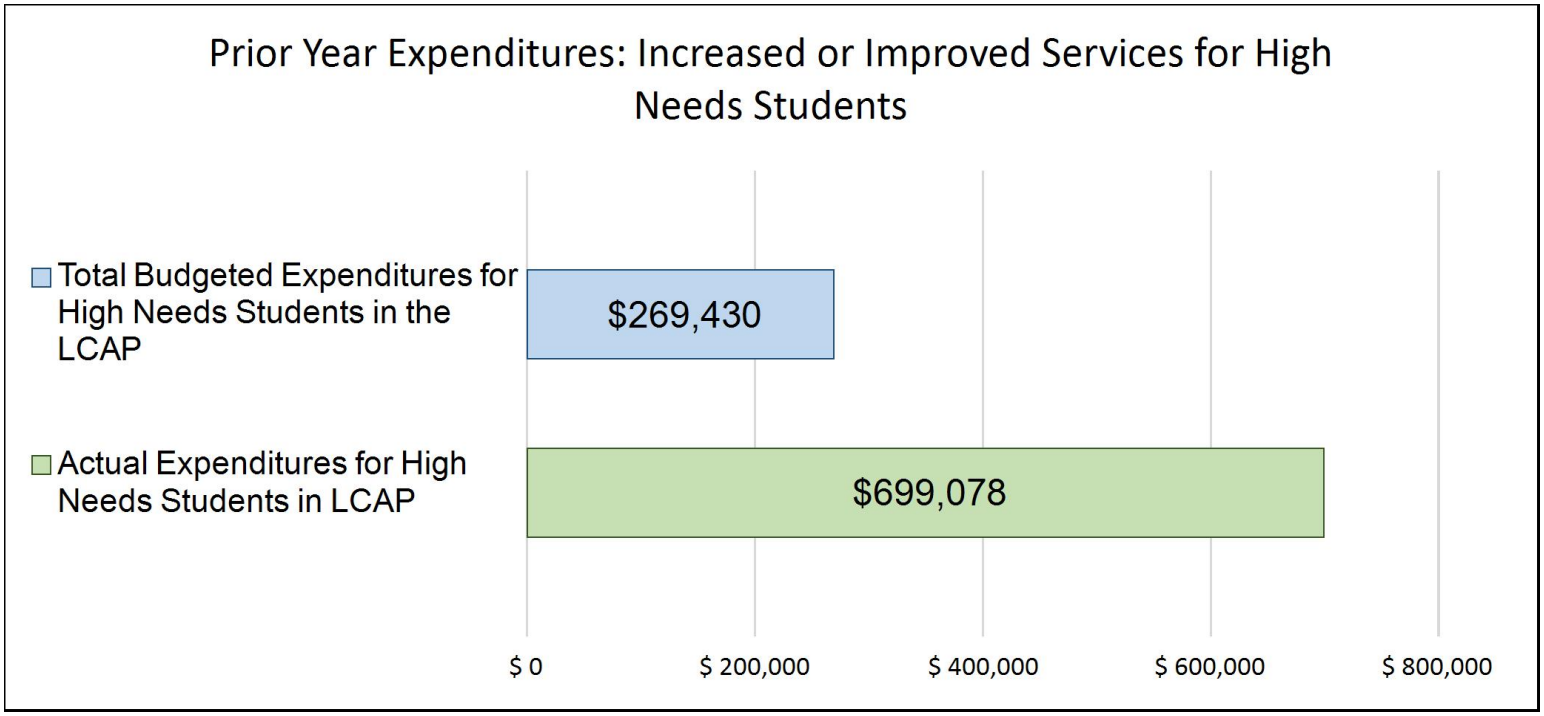
The text description of the above chart is as follows: Excel Academy Charter School - Helendale plans to spend $10,377,824 for the 2025-26 school year. Of that amount, $10,377,824 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Excel Academy Charter School - Helendale is projecting it will receive $741,838 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Helendale must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Helendale plans to spend $741,838 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Excel Academy Charter School - Helendale budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Excel Academy Charter School - Helendale estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Excel Academy Charter School - Helendale's LCAP budgeted $269,430.00 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Helendale actually spent $699,078.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Excel Academy Charter School (EACS) is a non-classroom based California charter school offering a tuition-free personalized learning independent study model for students in grades TK-12 . Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support where credentialed teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet in person and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen and taught directly by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support

social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS, a California Distinguished School, is accredited by the Western Association of Schools and Colleges (WASC) which is a statement to the community and educational partners that the institution is reputable, student-oriented, focused on quality education and student performance, and committed to ongoing improvement. EACS believes in fostering strong educational partnerships between the school, parents, students, and stakeholders through continued communication, collaboration, and transparency.

Students enrolled in this school reside in urban, suburban, and rural areas throughout San Bernardino, Los Angeles, Kern, and Inyo counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. For the 2024-2025 school year, Excel Academy Charter School - Helendale reported an enrollment of 660 students. This includes the enrollment of 50% socio-economically disadvantaged, 3.4% English Learners, 10.4% Special Education, 0.3% Homeless, and 0% Foster Youth. 45.15% of students enrolled in Excel Academy Charter School- Helendale are Hispanic.

Mission Statement:

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

Our Vision:
We are all about CHOICE:
C: Compassion, Creativity , Collaboration, Challenge, & Confidence
H: Helpful, Hands-On , Humility, & Happiness
O: Optimism, Options, Opportunities, Ownership, & Others
I: Independence, Individualization, Inspiration, & Investigation
C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community
E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Excel Academy Charter School's (EACS) Annual Performance Reflections

1) Local and State Assessment Data

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS'

local assessment, were administered to measure student progress in the fall, winter, and spring during the 2024-2025 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 71% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 12% since the first diagnostic in September. 67% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 17% since the first diagnostic in September.

Placement by Student Group

English Language Arts
English Learner Students - 6% growth from fall to spring with 40% of students meeting or exceeding grade level expectations
Socioeconomically Disadvantaged Students - 12% growth from fall to spring with 62% of students meeting or exceeding grade level expectations
Students With Disabilities - 21% growth from fall to spring with 42%% of students meeting or exceeding grade level expectations

Mathematics
English Learner Students - 21% growth from fall to spring with 50% of students meeting or exceeding grade level expectations
Socioeconomically Disadvantaged Students - 16% growth from fall to spring with 58% of students meeting or exceeding grade level expectations
Students With Disabilities - 20% growth from fall to spring with 37%% of students meeting or exceeding grade level expectations

***Excel Academy attributes the progress and success to the consistent support and guidance of our credentialed teachers, communication between teachers, students, and parents, the consistent completion of the i-Ready personalized lessons, and the interventions in place to provide specific resources, supplements, and live instruction to close learning gaps and strengthen skills.

WIN Intervention Data
60% of students participating in a WIN intervention grew by one or more grade level in six months.
49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months.
43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready assessment data.

21% of students in the WIN Intervention Program (ELA and/or Math) reached proficiency. (i-Ready assessments)
46% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring
50% of the EACS identified homeless and foster youth populations, served through general education, are proficient in Math, based on the spring i-Ready benchmark assessment data.
67% of the EACS identified homeless and foster youth populations, served through general education, are proficient in ELA based on the spring i-Ready benchmark assessment data.

CAASPP Data

The 2023-2024 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math. There is a significant and positive impact of contiguous enrollment with the average distance from standard for students who have been enrolled with Excel Academy for 3+ years are nearly 18 points higher in ELA and over 20 points higher in math compared to those who enrolled in their first year.
55% of students met or exceeded standards in ELA. There is a 5% decrease from the 2022-2023 test scores.
48% of students met or exceeded standards in math. The percentage remained the same from the 2022-2023 test scores.
In comparison to 61 charter schools with similar demographics and enrollment, EACS ranked 19th overall in ELA and 7th overall in math.

CAASPP Grade Level & Subgroup Improvements
From 2023, EL students improved in ELA by 6%.
76% of 11th grade students are at or above grade level in ELA = 3% increase from 2023
46% of 11th grade students are at or above grade level in math = 4% increase from 2023
58% of 7th grade students are at or above grade level in math = 9% increase from 2023

We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

2) EACS believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our systems in place and strategic planning, all students' individual needs are addressed and supported as each student is encouraged and guided to meet or exceed grade level expectations. Based on the input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Based on the input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.
100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.
95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.

97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.
98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.
Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.
95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.
100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.
97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.
97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.
98.3% of survey respondents feel the school does a good job communicating through all forms of communication.
98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

Testimonials
"Excel Academy provides everything I need."
"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"
"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

3) Excel Academy offered a plethora of opportunities to build student engagement and peer connections through: monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, themed community events, virtual learning

lessons across all core subjects, increased daily drop-in class offerings: art, Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, homework help, teen talk, yoga, and read alouds, elementary homerooms to ignite a sense of belonging within each grade level, and field trips throughout Southern California. In addition, students had access to participate in: Care Solace surveys to better support mental health, the annual spelling bee and science fair, and the student council and leadership programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

4) EACS students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. Additional classes were implemented to serve students who need to focus on early reading and foundational math.

5) English Learners were provided with grade level appropriate weekly live instruction at the appropriate grade level in reading, writing, listening, and speaking to build English language fluency. 63% of students in English Language Development (ELD) classes grew by one or more grade levels in six months based on spring i-Ready results. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC assessment.

7) Excel Academy's 0% suspension and expulsion rates and low chronic absenteeism rate of 0.8% is a success that the school takes great pride in.

8) In addition to continuing to increase the school’s A-G course offerings, Excel Academy continued to focus on increasing access to A-G courses with an emphasis on our 9th and 10th grade students. With great success, all core A-G required coursework is accessible for A-G completion. EACS offered additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

9) Writing assessments were implemented to gauge student strengths and areas of improvement across all grade levels, goal setting was in place based on local assessment data results, and virtual teachers implemented NearPod, a virtual learning enhancement resource, to engage students in interactive lessons.

10) Ongoing professional development took place within the departments and at learning conferences with department leads presenting sessions, for example, MTSS and LGBTQ+ Youth - Compassion and Legal Compliance. EACS received the Pioneer Award at the 21st APLUS+ Network Conference for academic achievement. For the second year in a row, EACS proudly received recognition on the ERP Honor Roll that recognizes schools and districts that consistently demonstrate high levels of student achievement and reduction in learning gaps. Only 21% of schools and 22% of districts received this prestigious honor.

EACS will continue to build educational partner engagement and CA Dashboard data success by:

1) EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback, and analyze the areas that can be maintained and improved upon. The Administrative and

Leadership Teams will continue to evaluate the progress of the personalized and virtual paths offered to EACS students. Annual surveys will be shared to gain feedback and insight on the paths to help determine any necessary implementations or changes that need to be made for the upcoming school year. Parent education will remain a significant focus. 2024-2025 proved to be a successful year with opportunities for parents to engage and learn how to best serve their students educational needs at home by attending webinars and in person trainings at the Parent Summit and Parent Power-Up. Parent training included sessions pertaining to: learning in the home with routines and materials, student intervention and support, behavioral health and resource support, community connections, pacing courses, and curriculum and materials support.

2) EACS will continue to offer opportunities for students to build rapport with peers while learning to enhance their social-emotional well-being through participation in lessons, conversations, and community engagement.

3) EACS will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to help strengthen skills and close learning gaps. In addition, EACS will continue to provide grade level test prep packets, virtual test prep sessions, and practice tests to help prepare students for state testing. At Excel Academy, our goal is to strive for 100% participation on all required internal and state assessments and to improve test scores by 2% each year. EACS will pilot a writing program to provide students with benchmark assessment and lesson support to develop written expression.

4) English Learners will continue to be provided with the required English Language Development (ELD) curriculum and mandatory live instruction to help build English fluency in reading, writing, listening, and speaking. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

5) EACS will maintain and build upon our high school graduation success by focusing on supporting students so that they can achieve their goal of high school graduation through continual monitoring of student data to identify students who are struggling and provide interventions to assist students in overcoming barriers so they can be successful and stay on track to complete courses and graduate.

6) The High School Department is working to establish a more transparent A-G tracking system through our school information system for the 2025-2026 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable to Excel Academy Charter School – Helendale

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable to Excel Academy Charter School – Helendale

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable to Excel Academy Charter School – Helendale

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Weekly Cabinet Meetings - Administrators (Executive Director, Director of Operations and Accountability, Director of Business Services, Director of Education, Director of Special Education, Director of Human Resources, and Senior Communications Coordinator) Monthly Department Lead Meetings - (Cabinet meeting attendees, Elementary Principal, Secondary Principal, Counselors, Senior Compliance Coordinator, Admissions Coordinator) Operations Monthly Meetings - (Director of Operations and Accountability, Director of Human Resources, Senior Compliance Coordinator, Senior Communications Coordinator, Classified Staff)	Meetings are held to instill effective strategic planning that aligns educational partners with a shared mission, vision, and productive decision making for students to reach their full academic and social-emotional well-being and potential. Communication and collaboration amongst the team, and the implementation of procedures, policies, and programs, contribute and influence the development of the LCAP.
SSC, ELAC, PAC - Meetings	Request input from the advisory groups throughout the school year that influence the goals and actions within the LCAP that will improve student learner outcomes Request completion of EACS surveys from educational partners
PLC (Personal Learning Communities) Meetings	PLCs meet monthly (comprised of all elementary, secondary, virtual and intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students

Educational Partner(s)	Process for Engagement
	Focus on communication with families regarding student strengths and learning gaps - provide strategies, resource tools, guidance, and support to enhance skills and close learning gaps
Governing Board	Provides insight, feedback, and approval (when necessary) on policies, procedures, state reporting, surveys, etc. to improve student learner outcomes associated with the LCAP Community/public is invited to the board meetings
Staff Meetings (ALL STAFF)	The staff meets throughout the school year to: discuss agenda items related (but not limited to) goals and actions, school safety, culture, and climate, procedures and policies, equity-based instruction, elementary, middle, and high school learning opportunities, analysis of local and state data, state reports, etc. that ultimately assists in the development of the LCAP and student learner outcomes.
Educational Partner Input Surveys	Staff surveys - monthly Parent/Student surveys - monthly and annual Feedback from educational partners influence the development of the LCAP Department Surveys for Parents and Students (Intervention, Education, Counseling, Special Education Departments)
Department Meetings	Department leads meet bi-monthly to discuss planning, success of MTSS, student needs, attendance, student learner outcomes/support, etc.
Student Council and National Honor Society (NHS) - Meetings	Students participating in NHS meet throughout the school year Student Council is an elective course Both Student Council and NHS students focus on leadership characteristics and qualities, discuss ideas and planning for the year, volunteer opportunities, and student needs

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Excel Academy Charter School's (EACS) process for engaging educational partner feedback is based on an analysis of what knowledge was learned from the previous year and the feedback that was received. This year's process consisted of:

1) Held consistent administrative, staff, department lead meetings, in addition to SSC, ELAC, PAC, PLC, governing board meetings and input surveys to collaboratively monitor and support LCAP implementation, review data, discuss program updates, and identify potential adjustments to goals and actions
2) Updated the EACS LCAP and BOP on the website
3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Parent Power-Up and PAC meeting (breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
4) Offered opportunities to meet with Principals to provide school administrators with input about EACS that drives the LCAP development process
5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
12) LCAP was presented to the ELAC on May 21, 2024 and SSC on May 22, 20025 for input

EACS' input consisted of feedback provided by educational partners that assisted in the process of finalizing the LCAP. This year's input consisted of:

1) Providing opportunities for all students in grades K-11 to increase their i-Ready, CAASPP, and Summative ELPAC scores with additional guided test prep sessions and completion of practice tests
2) Focusing on strategies to support staff, student, and parent relationships - building stronger communication skills both in-person and through all available social media platforms, offering more parent education to assist parents at home
3) Increasing opportunities to: a) enhance participation at SSC, ELAC, and PAC meetings by focusing on cultural awareness and opportunities to spotlight students, b) participate in community events for all students, including high school students, by creating additional in person events across all regions
4) Implementing professional development for staff to stay abreast of: new policies and procedures within their departments (i.e. education, SPED, assessment, operations, and business services), state expectations, assessment analysis of all student groups, grade levels, and content within the ELA and math domains, new strategies to assist all student learning that supports the overall development of academic and social-emotional learning instruction, and strengthening staff leadership skills
5) Expanding learning opportunities for foster youth, EL, socio-economically disadvantaged students, students with disabilities, and underrepresented students

6) Improving ELA and math performance for all students and building English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
7) Providing ongoing instructional support for all students falling one plus grade levels below grade level - providing additional resources, support, live classes, and tutoring
7) Focusing on: maintaining high ADA, A-G offered courses, high graduation rate, expanding CTE course offerings, low chronic absenteeism, and zero suspension and expulsion rates
8) Offering additional programs for students (i.e. implementation of the GATE program (with CoGAT8 testing)

In response to the ongoing need that the educational partners identified, the feedback influenced the decision to focus on the four goals and actions that are aligned to each goal. Each action was individually addressed and assessed to ensure it is relevant to the current goal, mission, vision, and student learner outcomes identified by the school.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Broad Goal:
With a focus on supporting student achievement, the goal and our actions/services focus on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students and helps prevent learning gaps. The metrics we utilize to ensure students are on track for graduation include i-Ready, CAASPP, and ELPAC.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2023-2024 ELA CAASPP data. 55% met or exceeded standards 20% nearly met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25% not met standards			and county test score percentages.	
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2023-2024 math CAASPP data.. 48% met or exceeded standards 21% nearly met standards 30% not met standards			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 that have met or exceeded grade level proficiency by 2% each year.	2025 i-Ready ELA Spring Scores ALL Tier 1: 71% Tier 2: 16% Tier 3: 13% English Learners Tier 1: 40% Tier 2: 40% Tier 3: 20% Economically Disadvantaged Tier 1: 62% Tier 2: 21% Tier 3: 18% Students with IEPs Tier 1: 42% Tier 2: 16% Tier 3: 42%			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	Target for Year 3 Outcome	Current Difference from Baseline
1.4	i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2025 i-Ready Math Spring Scores ALL Tier 1: 67% Tier 2: 21% Tier 3: 12% English Learners Tier 1: 50% Tier 2: 20% Tier 3: 30% Economically Disadvantaged Tier 1: 58% Tier 2: 26% Tier 3: 16% Students with IEPs Tier 1: 37% Tier 2: 16% Tier 3: 48%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	2023-2024 Summative ELPAC Data - 20% of students are proficient per DataQuest/CDE Level 4 - 20% (well developed) Level 3 - 32% (moderately developed) Level 2 - 36% (somewhat developed) Level 1 - 12% (beginning to develop)			Increase number of RFEP students annually based on the Summative ELPAC score reports - increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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			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			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			0% Students lacking textbooks and other instructional materials	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 1 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All actions that are aligned to Goal 1 were implemented and successful based on student progress and data analysis. The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of 1.1: Excel Academy increased 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 English language arts and mathematics. EACS students surpassed the percentage of students meeting or exceeding grade level standards on the CAASPP. Fall to spring i-Ready data showed significant growth each year across all ELA and math domains. Data was analyzed and interventions were in place to provide students the necessary resources and support to make progress. In 2025, 60% of students participating in a WIN intervention grew by one or more grade level in six months. 49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months. 43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready assessment data.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners (including LTEL students), and students with disabilities for proficiency on local assessments to review student learner outcomes and ensure academic success. In addition, Excel Academy successfully implemented and offered programs to promote academic growth as well as social-emotional learning (SEL) and awareness and character building. Students attended the offered sessions and connected with their peers.

Effectiveness of 1.3: All students were provided access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels and were assisted, supported, and guided in completing standards-aligned content by their assigned teacher.

Effectiveness of 1.4: The staff has attended professional development throughout the year to provide best practices and services to serve students and parents. Students and parents are provided with the necessary information, resources, and support to meet the individual needs of the student.

Effectiveness of 1.5: 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, Parent Power-Up, and Back to School events were provided for all parents. In 2024, a Parent Power-Up was held for parents and students across all grade levels to provide educational workshops for home educators and activities for the students.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the equity-based grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Progress was assessed during learning period meetings and live class sessions with the assigned teachers.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed teacher.

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support. Once the CAASPP data is collected from 2025, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

Impact on Student Learning: Students have benefited academically from the increase of support provided by EACS teachers and intervention teams. They have observed an increase in student performance on the i-Ready local assessment, strong CAASPP baseline results, and graduation rates. They have also observed an increase in student participation in interventions and services to support academic achievement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	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 n to promote academic growth, in addition to social-emotional awareness classes and character building.	$64,844.00	Yes
1.3	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) • 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 • UPK - TK students' instructional support	$8,691,984.00	No
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.	$51,805.00	No
1.5	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,	$9,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum menus, Parent Summit, Back to School events, Parent Power-Up, and teacher parent training.		
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 have opportunities to participate in community events and field trips that will enhance their academic and social emotional well being and overall growth.	$29,312.00	No Yes
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). Implementation of English Learner (EL) English language development (ELD) curriculum and direct instruction. Implementation of the Write Score pilot writing program to enhance written expression, GATE testing, Reading Difficulties Screener, and Care Solace.	$134,310.00	No Yes
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.	$8,292.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Maintenance Goal:
We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal and actions/services are focused on student, family, and teacher engagement and connectedness to attain a high average daily attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2024 data	2024 Data - 663 Eligible Cumulative Enrollment per DataQuest - 1.5% Chronic Absenteeism - CA Dashboard -		Continue to maintain or decrease Chronic Absenteeism rate of .01%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Number of Students 545			
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% expulsion rate each year	
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	0% Suspension Rate		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	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 2 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness 2.1: Excel Academy focused 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. Excel Academy is transparent in terms of making sure that parents and guardians are aware of the policies, procedures, and requirements that are in place.

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers and classified staff, and was able to maintain appropriate assignments and competitive salaries and benefits.

Effectiveness 2.3: Excel Academy provided frequent communication with parents/guardians/students by notifying them of school events, opportunities, and resources through our main communication platform called Beehively, emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending notification of surveys, parent informational meetings (i.e.ELAC, SSC, and PAC), 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.

Effectiveness 2.4: Excel Academy focused on purchasing technological devices and provided professional development to promote student engagement, support, and access to instruction as needed.

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness. EACS continues to make cultural awareness a priority through community events and communication.

Impact on Student Learning: The increase in attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$35,661.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$104,333.00	No
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.	$119,110.00	No Yes
2.4	Technology	2.4 Purchase technological devices for students to have access to instruction as needed. Provide professional development to promote student engagement and develop 21st Century skills.	$114,146.00	No Yes
2.5	Professional Development	2.5 Professional development in cultural awareness.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Maintenance Goal:
Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with staff, students, parents, and community partners..

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2024-2025 Maintain or increase by 2%			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Report: Based on 287 parent/guardian responses: 99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals. 100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment. 95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals. 97.2% of survey respondents believe that the school uses assessment data to			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		modify and monitor curriculum and instruction of students. 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable. 98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected. Meaning: Overall high satisfaction rate with the school program. Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support,				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth. Overall Satisfaction Report: Based on 181 student responses (grades 6-12) 99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance. 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress. 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed. 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress. 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School. 98.3% of survey respondents feel the school does a good job communicating through all forms of communication. 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor). Meaning: Overall high satisfaction rate with the school program. Use: EACS will maintain focus on student progress and success through				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.				
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.		Consistent plan and review process	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 3 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of educational partner engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input.

Effectiveness 3.2: Excel Academy engaged 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. EACS built 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.

Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment.

Effectiveness 3.4: Excel Academy properly vetted all newly hired Content and Community Providers to ensure standards alignment and safety for our students were met at all times.

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by EACS staff.

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director, administration, and the school leadership team.

Impact on Student Learning: EACS received positive feedback on the annual LCAP surveys from parents and students. EACS will continue to strive to increase in participation on the LCAP feedback survey for all educational partners. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. Also, EACS recognizes a continued need to increase parent participation in SSC, ELAC and PAC meetings.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS will seek parent input and assess our level of educational partner engagement through parent 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.	$0.00	No
3.2	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.	$83,697.00	No Yes
3.3	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, inclusive, and welcoming learning environment.	$41,344.00	No Yes
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.	$128,499.00	No
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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$600.00	Yes
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, administration, and the school leadership team.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Broad Goal:
With a focus on supporting our students to achieve their goal of high school graduation and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. The continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation rate, college/career preparedness, and CTE participation are all metrics we monitor to ensure students are on track to graduate and to achieve their post-graduation goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Baseline from 2024 CA Dashboard Data - 83.3% graduated,			Increase the graduation rate and decrease the dropout rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		number of students = 42				
4.2	Access to a Broad Curriculum: College/Career - CA Dashboard Career Technical Education (CTE) Participation	College/Career - Baseline from 2024 CA Dashboard Data - Prepared 37.5% - 24 students - Increased by 23.9% (no color on the dashboard) Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation			Increase the CTE participants and students who are UC/CSU prepared	
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission 2024-2025 - Establish a baseline from the collected data of graduates who completed the requirements from UC/CSU admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 4 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals, and continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.

Effectiveness 4.2: Students transitioning from middle to high school are 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.

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Excel Academy works to review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Effectiveness 4.4: Excel Academy ensures all students have the opportunity for intensive CAASPP preparation, specifically low income, EL students, foster-youth, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance test prep sessions, and practice tests are designed to assist students in preparation for testing.

Effectiveness 4.5: Excel Academy covers the Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.

Effectiveness 4.6: Excel Academy is working to expand 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.

Effectiveness 4.7: Excel Academy analyzes 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. Excel Academy provides targeted interventions and resources to students identified as needing additional support.

Impact on Student Learning: Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses. The continued goal is to increase enrollment in these courses.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	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.	$11,361.00	No Yes
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.	$185,313.00	No Yes
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	$539,390.00	No

Action #	Title	Description	Total Funds	Contributing
		and rigorous curriculum supporting graduation and college and career readiness.		
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	$10,333.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.	$0.00	Yes
4.6	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.	$13,914.00	No
4.7	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.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$741,838	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.313%	0.176%	$12,704.00	9.489%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Student Monitoring **Need:** Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities **Scope:**	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	**Action:** Parent Training **Need:** Parents - Home Educators **Scope:** LEA-wide	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples Parent Training - Parent Power-Up attendance and engagement Parent Training Videos - Curriculum, Test Prep - Engagement and Use
1.6	**Action:** Grade Level Curriculum and Instruction **Need:** Unduplicated students need access to grade level curriculum to stay on target to meet grade level expectations, resources and direct support to make progress within the domains and content, and opportunities to participate in real-life experiences and hands-on learning. **Scope:** LEA-wide	All students, including unduplicated students, are provided an equity-based education that is designed to meet their individual needs, will build on their strengths, and close learning gaps with the proper support, resources, and interventions.	Collected coursework, assessments, survey feedback from community events
1.7	**Action:** Student Monitoring and Support **Need:**	Monitoring all students for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All unduplicated students who need additional support, resources, monitoring, guidance, and interventions, need to be given the opportunities to participate in programs that will support their academic and social-emotional growth and success. **Scope:** LEA-wide	expectations. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.	Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
1.8	**Action:** Needs Assessment - Data Analysis **Need:** Assessment results guide targeted interventions for all students, including unduplicated students, each of whom follows a personalized plan within a comprehensive course of study. **Scope:** LEA-wide	EACS needs to desegregate and analyze data for the school and for all individual students to determine interventions, program placement, and curriculum options.	i-Ready Benchmark Diagnostics, CAASPP, ELPAC, and core subject related assessments
2.3	**Action:** Educational Partner Communication **Need:** Unduplicated families need to stay informed for students to be successful in school. EACS needs to ensure that all students, including unduplicated students, have access to all information and are able to provide support when necessary. In addition, EACS highly encourages all parents and guardians to	Effective communication and involvement with educational partners are essential and universally needed to support all students	Survey results, feedback on social media platforms, communication with staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	participate in surveys and have open lines of communication so their voices can be heard. **Scope:** LEA-wide		
2.4	**Action:** Technology **Need:** All students, including unduplicated students, need the proper resources and technology to be able to master grade level curriculum and assignments, and to be set up for success. **Scope:** LEA-wide	Equity based instruction, curriculum, and technology are available to all students based on their individual needs.	Professional development participation, feedback, assignment completion and growth using school issued devices
3.2	**Action:** Educational Partner Partnerships **Need:** All unduplicated students need monitoring to meet grade level expectations and to stay on task to graduate. **Scope:** LEA-wide	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.3	**Action:** School Climate **Need:**	All students, including unduplicated students, benefit from surveys because the feedback collected helps schools strengthen relationships and make meaningful improvements. When parents, students, and teachers share their voices	Surveys, documentation of communication

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EACS needs to gauge the well-being of unduplicated students to ensure that the school is providing an environment where students can thrive. **Scope:** LEA-wide	through surveys, it ensures that everyone feels heard. This builds trust and helps schools create a learning environment that is safe, positive, inclusive, and welcoming for all.	
3.6	**Action:** Communication and Translation Services **Need:** Unduplicated students needing translation services and support - EL students, parents, and guardians **Scope:** LEA-wide	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.1	**Action:** College and Career Readiness and Career Technical Education **Need:** Unduplicated students in high school need to have access to a comprehensive program and courses that focus on their individual strengths and interests, so they are prepared for college and career readiness. **Scope:** LEA-wide	All students are provided an equity-based education to be set up for success with opportunities to participate in CTE pathways and programs that prepare them for college and the workplace.	CTE enrollment and completers, monitoring of student growth in academic subjects, and post-secondary placement for students who have graduated from EACS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** High School Graduation **Need:** Unduplicated students transitioning from middle school and working through high school will need to have consistent monitoring of their academic, social, and emotional well being, attendance, and work completion. Support, resources, guidance, and interventions will be provided based on individual needs. **Scope:** LEA-wide	All students are deserving of and provided an equity-based education to be set up for success with proper support and guidance to be able to graduate.	Transcripts, report cards, course completion, attendance, teacher-parent-student communication and conferences
4.4	**Action:** Testing **Need:** All unduplicated students need access to resources to successfully prepare for state assessments. **Scope:** LEA-wide	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Assessment and Accountability Department Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	**Action:** Testing **Need:** Low-income pupils and foster youth **Scope:**	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Services for our unduplicated students, who had targeted interventions, were identified through a collaborative effort with the school's Executive Director, administration, and leadership team. The goals and actions in the LCAP are focused on increasing services and improving the quality of the academic support to improve student performance, educational partner engagement, and the level of college and career readiness of our student groups. Through a collaborative effort, the school leadership team, taking into account the feedback provided from all educational partners, identified the next steps to growth towards each of our goals. We expect to see improvement in student engagement and achievement as reflected in i-Ready, CAASPP, and ELPAC test scores, and an increase in our graduation and college and career readiness rates.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,965,218	741,838	9.313%	0.176%	9.489%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,707,057.00	$1,348,148.00	$95,000.00	$227,619.00	$10,377,824.00	$6,518,511.00	$3,859,313.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Achievement	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Student Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-26	$64,844.00	$0.00	$64,844.00	$0.00	$0.00	$0.00	$64,844.00	
1	1.3	Broad Course of Study	All	No			All Schools	2025-26	$5,618,090.00	$3,073,894.00	$7,273,031.00	$1,203,341.00	$95,000.00	$120,612.00	$8,691,984.00	
1	1.4	Professional Development	All	No			All Schools	2025-26	$7,000.00	$44,805.00	$0.00	$36,273.00	$0.00	$15,532.00	$51,805.00	
1	1.5	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$9,576.00	$9,576.00	$0.00	$0.00	$0.00	$9,576.00	
1	1.6	Grade Level Curriculum and Instruction	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$29,312.00	$0.00	$29,312.00	$0.00	$0.00	$0.00	$29,312.00	
1	1.7	Student Monitoring and Support	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$124,123.00	$10,187.00	$126,532.00	$0.00	$0.00	$7,778.00	$134,310.00	
1	1.8	Needs Assessment - Data Analysis	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$8,292.00	$8,292.00	$0.00	$0.00	$0.00	$8,292.00	
2	2.1	School Climate and Student Engagement	All	No			All Schools	2025-26	$35,661.00	$0.00	$35,661.00	$0.00	$0.00	$0.00	$35,661.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Certificated and Classified Salaries and Benefits	All	No			All Schools	2025-26	$104,333.00	$0.00	$104,333.00	$0.00	$0.00	$0.00	$104,333.00	
2	2.3	Educational Partner Communication	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$99,710.00	$19,400.00	$119,110.00	$0.00	$0.00	$0.00	$119,110.00	
2	2.4	Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$19,526.00	$94,620.00	$19,526.00	$94,620.00	$0.00	$0.00	$114,146.00	
2	2.5	Professional Development	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Educational Partner Partnerships	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$83,697.00	$0.00	$0.00	$0.00	$0.00	$83,697.00	$83,697.00	
3	3.3	School Climate	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$41,344.00	$41,344.00	$0.00	$0.00	$0.00	$41,344.00	
3	3.4	Student Services	All	No			All Schools	2025-26	$128,499.00	$0.00	$128,499.00	$0.00	$0.00	$0.00	$128,499.00	
3	3.5	School Climate and School Safety	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Communication and Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-26	$0.00	$600.00	$600.00	$0.00	$0.00	$0.00	$600.00	
3	3.7	School Operating Services	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	College and Career Readiness and Career Technical Education	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$11,361.00	$0.00	$11,361.00	$0.00	$0.00	$0.00	$11,361.00	
4	4.2	High School Graduation	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$185,313.00	$0.00	$185,313.00	$0.00	$0.00	$0.00	$185,313.00	
4	4.3	High School Curriculum and Instruction	All	No			All Schools	2025-26	$0.00	$539,390.00	$539,390.00	$0.00	$0.00	$0.00	$539,390.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$7,042.00	$3,291.00	$10,333.00	$0.00	$0.00	$0.00	$10,333.00	
4	4.5	Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.6	A-G and Career Technical Education Courses	All	No			All Schools	2025-26	$0.00	$13,914.00	$0.00	$13,914.00	$0.00	$0.00	$13,914.00	
4	4.7	Needs Assessment - Data Analysis	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,965,218	741,838	9.313%	0.176%	9.489%	$626,143.00	0.000%	7.861 %	**Total:**	$626,143.00
								LEA-wide Total:	$626,143.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$64,844.00	
1	1.4	Professional Development				All Schools	$0.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,576.00	
1	1.6	Grade Level Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$29,312.00	
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$126,532.00	
1	1.8	Needs Assessment - Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,292.00	
2	2.3	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$119,110.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		$19,526.00	
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		$41,344.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	$600.00	
4	4.1	College and Career Readiness and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		$11,361.00	
4	4.2	High School Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income		$185,313.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,333.00	
4	4.5	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,186,646.00	$9,454,997.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Monitoring	No	$0	$0
1	**1.2**	Academic Achievement	No Yes	$0	$62,759.00
1	**1.3**	Broad Course of Study	No	$7,851,115.00	$7,739,696.00
1	**1.4**	Professional Development	No	$50,831.00	$50,831.00
1	**1.5**	Parent Training	No Yes	$0	$8,000.00
1	**1.6**	Grade Level Curriculum and Instruction	No	$0	$0
1	**1.7**	Student Monitoring and Support	No Yes	$18,064.00	$77,738.00
1	**1.8**	Needs Assessment - Data Analysis	No Yes	$5,526.00	$8,292.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1		No	$33,936.00	$33,936.00
2	2.2		No	$99,220.00	$99,220.00
2	2.3	Educational Partner Communication	No Yes	$19,950.00	$101,687.00
2	2.4	Technology	No Yes	$38,000.00	$139,346.00
2	2.5	Professional Development	No	$0	$0
3	3.1		No	$0	$0
3	3.2	Educational Partner Partnerships	No Yes	$253,994.00	$256,994.00
3	3.3	School Climate	No Yes	$52,212.00	$30,000.00
3	3.4	Student Services	No	$35,951.00	$119,932.00
3	3.5	School Climate and School Safety	No	$0	$0
3	3.6	Communication and Translating Services	No Yes	$0	$600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	School Operating Services	No	$0	$0
4	4.1	College and Career Readiness and Career Technical Education	No	$6,718.00	$9,268.00
4	4.2	High School Graduation	No	$175,104.00	$180,130.00
4	4.3	High School Curriculum and Instruction	No	$518,700.00	$518,700.00
4	4.4	Testing	No Yes	$15,436.00	$15,436.00
4	4.5			$0	$0
4	4.6	A-G and Career Technical Education Courses	No	$11,889.00	$2,432.00
4	4.7	Needs Assessment - Data Analysis	No	$0	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$711,782.00	$403,182.00	$699,078.00	($295,896.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Achievement	Yes	$0	$62,758.00		
1	1.5	Parent Training	Yes	$0	$8,000.00		
1	1.7	Student Monitoring and Support	Yes	$18,064.00	$77,737.00		
1	1.8	Needs Assessment - Data Analysis	Yes	$5,526.00	$8,292.00		
2	2.3	Educational Partner Communication	Yes	$19,950.00	$101,687.00		
2	2.4	Technology	Yes	38,000.00	$139,346.00		
3	3.2	Educational Partner Partnerships	Yes	$253,994.00	$256,994.00		
3	3.3	School Climate	Yes	$52,212.00	$28,228.00		
3	3.6	Communication and Translating Services	Yes	$0.00	$600.00		
4	4.4	Testing	Yes	$15,436.00	$15,436.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,216,775.00	$711,782.00	0.00%	9.863%	$699,078.00	0.000%	9.687%	$12,704.00	0.176%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

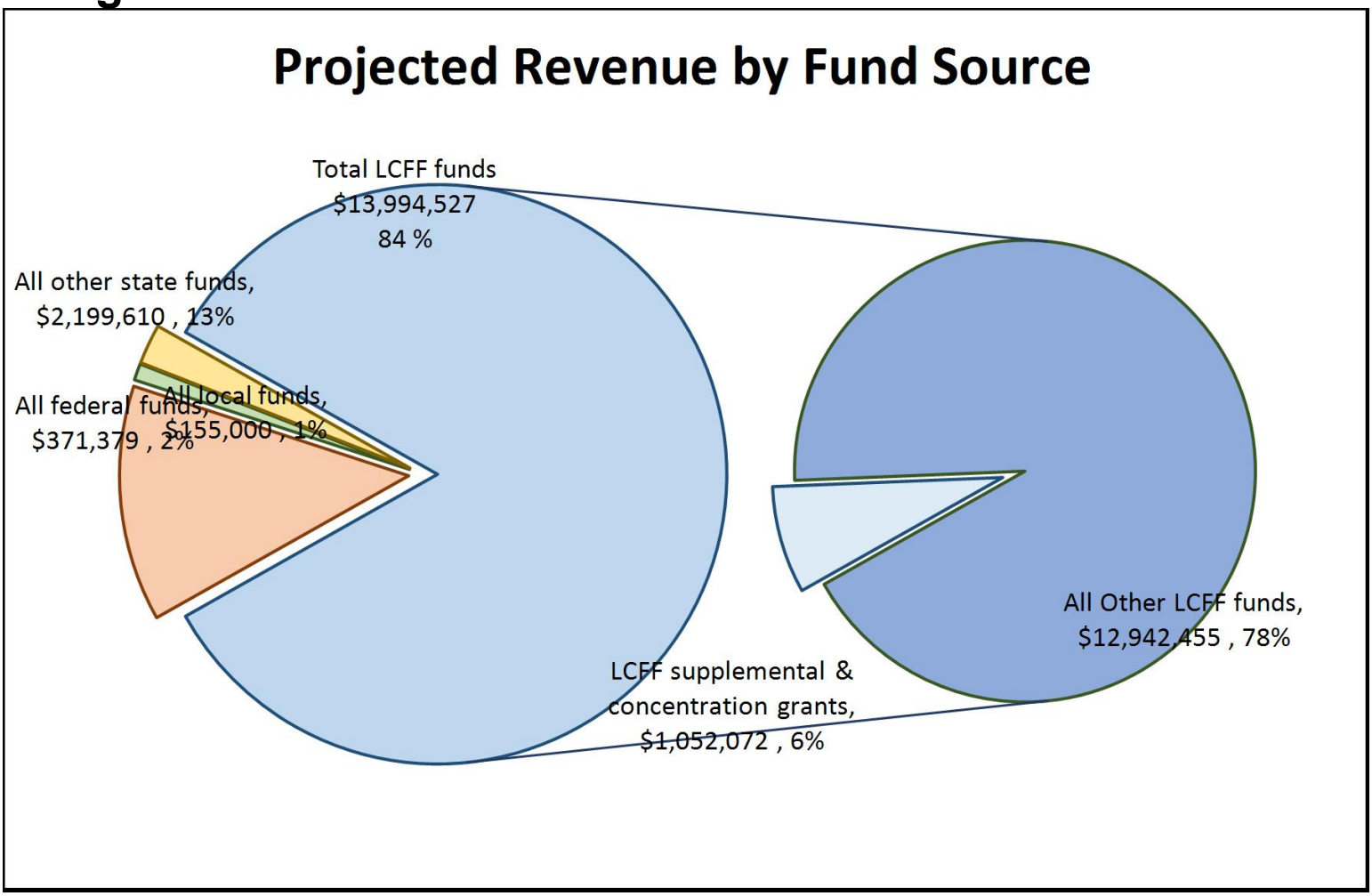
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Warner
CDS Code: California
School Year: 2025-26
LEA contact information:
Heidi Gasca
Executive Director

(949) 412-3122

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

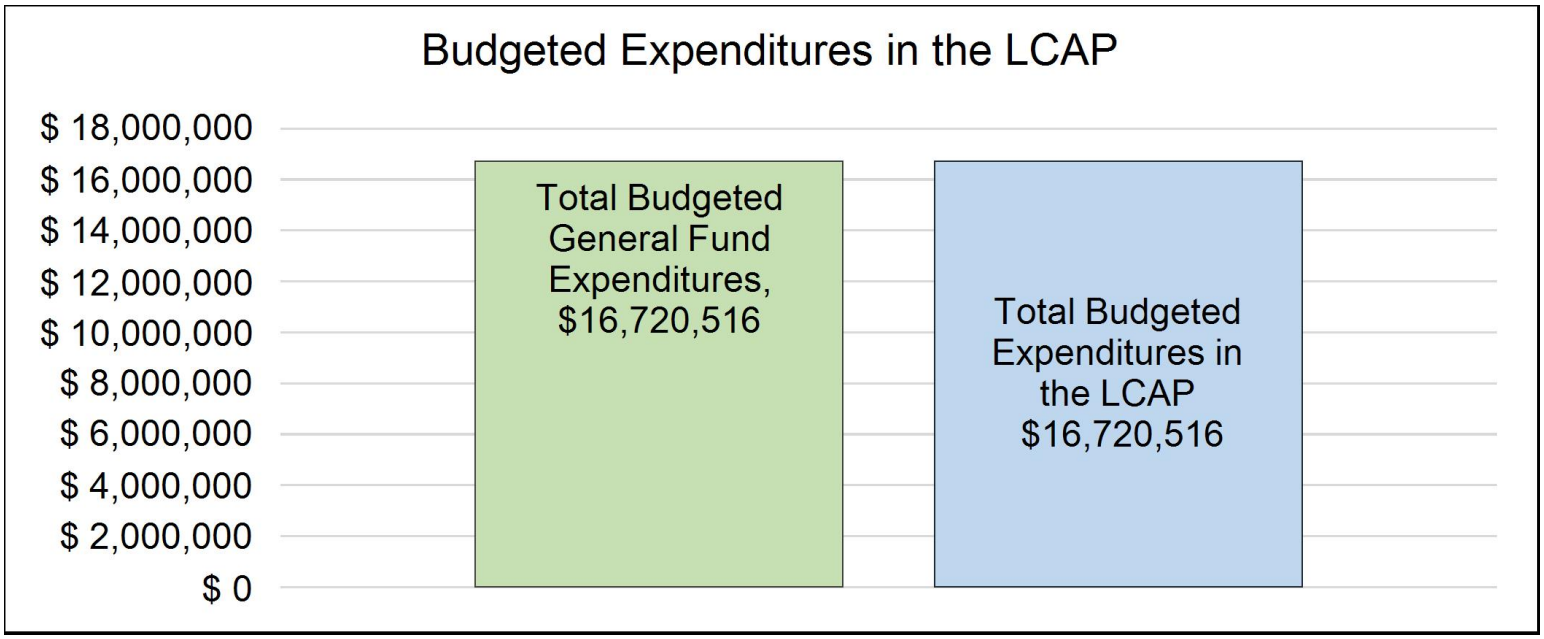


This chart shows the total general purpose revenue Excel Academy Charter School - Warner expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Warner is $16,720,516, of which $13,994,527 is Local Control Funding Formula (LCFF), $2,199,610 is other state funds, $155,000 is local funds, and $371,379 is federal funds. Of the $13,994,527 in LCFF Funds, $1,052,072 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Excel Academy Charter School - Warner plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

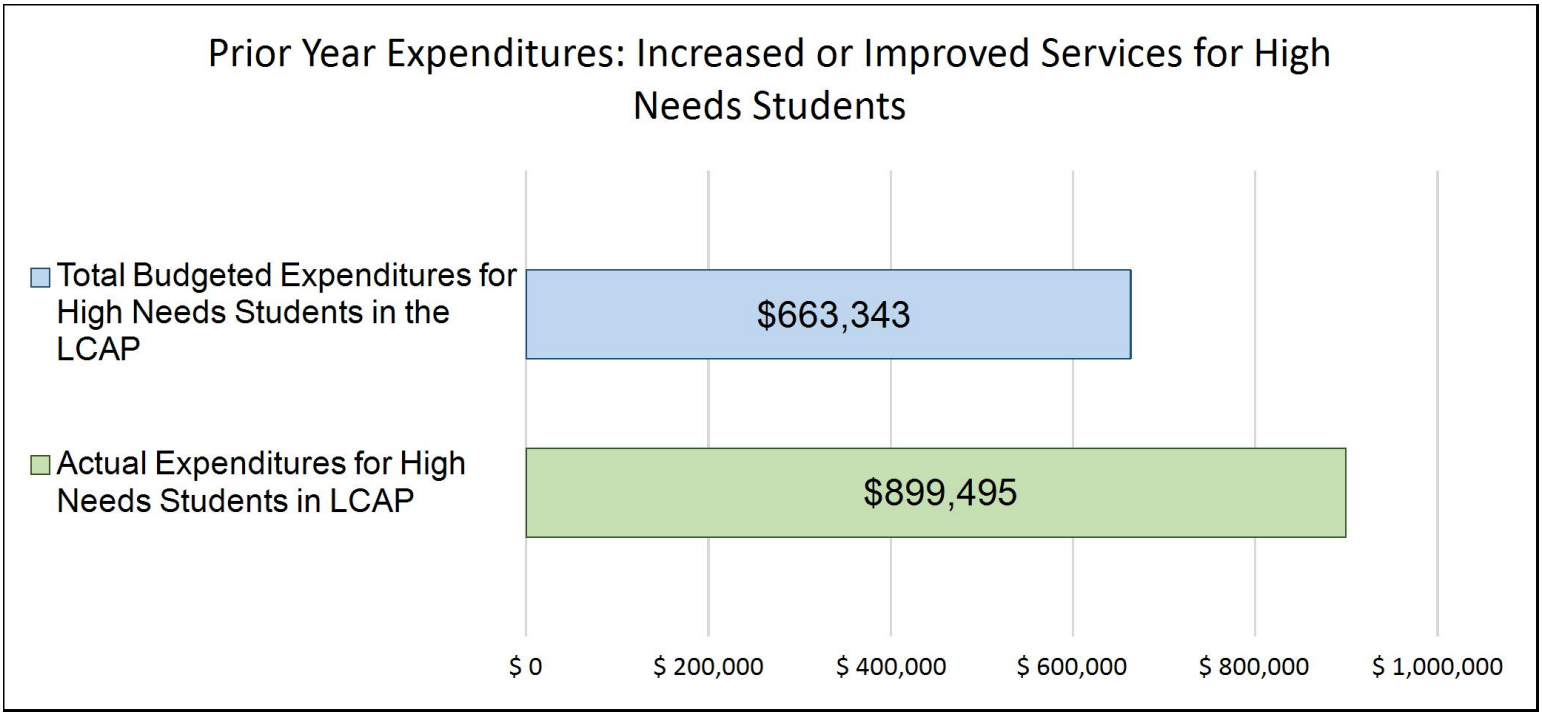
The text description of the above chart is as follows: Excel Academy Charter School - Warner plans to spend $16,720,516 for the 2025-26 school year. Of that amount, $16,720,516 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Excel Academy Charter School - Warner is projecting it will receive $1,052,072 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Warner must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Warner plans to spend $1,052,072 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Excel Academy Charter School - Warner budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Excel Academy Charter School - Warner estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Excel Academy Charter School - Warner's LCAP budgeted $663,343.00 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Warner actually spent $899,495.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Excel Academy Charter School (EACS) is a non-classroom based California charter school offering a tuition-free personalized learning independent study model for students in grades TK-12 . Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support where credentialed teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet in person and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen and taught directly by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support

social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS, a California Distinguished School, is accredited by the Western Association of Schools and Colleges (WASC) which is a statement to the community and educational partners that the institution is reputable, student-oriented, focused on quality education and student performance, and committed to ongoing improvement. EACS believes in fostering strong educational partnerships between the school, parents, students, and stakeholders through continued communication, collaboration, and transparency.

Students enrolled in this school reside in urban, suburban, and rural areas throughout Orange, Riverside, and San Diego Counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. For the 2024-2025 school year, Excel Academy Charter School - Warner reported an enrollment of 1069 students. This includes the enrollment of 41.7% socio-economically disadvantaged, 3.5% English Learners, 9.07% Special Education, 0.47% Homeless, and 0% Foster Youth. 30.5% of students enrolled in Excel Academy Charter School - Warner are Hispanic.

Mission Statement:

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

Our Vision:
We are all about CHOICE:
C: Compassion, Creativity , Collaboration, Challenge, & Confidence
H: Helpful, Hands-On , Humility, & Happiness
O: Optimism, Options, Opportunities, Ownership, & Others
I: Independence, Individualization, Inspiration, & Investigation
C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community
E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Excel Academy Charter School's (EACS) Annual Performance Reflections

1) Local and State Assessment Data

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessment, were administered to measure student progress in the fall, winter, and spring during the 2024-2025 school year. Based on

an analysis of our i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 77% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 15% since the first diagnostic in September. 70% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 20% since the first diagnostic in September.

Placement by Student Group

English Language Arts
English Learner Students - 19% growth from fall to spring with 52% of students meeting or exceeding grade level expectations
Socioeconomically Disadvantaged Students - 13% growth from fall to spring with 69% of students meeting or exceeding grade level expectations
Students With Disabilities - 13% growth from fall to spring with 40%% of students meeting or exceeding grade level expectations

Mathematics
English Learner Students - 29% growth from fall to spring with 55% of students meeting or exceeding grade level expectations
Socioeconomically Disadvantaged Students - 20% growth from fall to spring with 65% of students meeting or exceeding grade level expectations
Students With Disabilities - 16% growth from fall to spring with 36%% of students meeting or exceeding grade level expectations

***Excel Academy attributes the progress and success to the consistent support and guidance of our credentialed teachers, communication between teachers, students, and parents, the consistent completion of the i-Ready personalized lessons, and the interventions in place to provide specific resources, supplements, and live instruction to close learning gaps and strengthen skills.

WIN Intervention Data
60% of students participating in a WIN intervention grew by one or more grade level in six months.
49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months.
43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready assessment data.

21% of students in the WIN Intervention Program (ELA and/or Math) reached proficiency. (i-Ready assessments)
46% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring
50% of the EACS identified homeless and foster youth populations, served through general education, are proficient in Math, based on the spring i-Ready benchmark assessment data.
67% of the EACS identified homeless and foster youth populations, served through general education, are proficient in ELA based on the spring i-Ready benchmark assessment data.

CAASPP Data

The 2023-2024 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math. There is a significant and positive impact of contiguous enrollment with the average distance from standard for students who have been enrolled with Excel Academy for 3+ years are nearly 18 points higher in ELA and over 20 points higher in math compared to those who enrolled in their first year.
61% of students met or exceeded standards in ELA. There is a 5% decrease from the 2022-2023 test scores.
52% of students met or exceeded standards in math. There is a 4% decrease rom the 2022-2023 test scores.
In comparison to 61 charter schools with similar demographics and enrollment, EACS ranked 8th overall in ELA and 3rd overall in math.

CAASPP Grade Level & Subgroup Improvements
From 2023, EL students improved in ELA by 6%.
76% of 11th grade students are at or above grade level in ELA = 3% increase from 2023
46% of 11th grade students are at or above grade level in math = 4% increase from 2023
58% of 7th grade students are at or above grade level in math = 9% increase from 2023

We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

2) EACS believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our systems in place and strategic planning, all students' individual needs are addressed and supported as each student is encouraged and guided to meet or exceed grade level expectations. Based on the input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Based on the input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.
100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.
95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.

97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.
98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.
Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.
95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.
100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.
97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.
97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.
98.3% of survey respondents feel the school does a good job communicating through all forms of communication.
98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

Testimonials
"Excel Academy provides everything I need."
"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"
"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

3) Excel Academy offered a plethora of opportunities to build student engagement and peer connections through: monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, themed community events, virtual learning lessons across all core subjects, increased daily drop-in class offerings: art, Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, homework help, teen talk, yoga, and read alouds, elementary homerooms to ignite a

sense of belonging within each grade level, and field trips throughout Southern California. In addition, students had access to participate in: Care Solace surveys to better support mental health, the annual spelling bee and science fair, and the student council and leadership programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

4) EACS students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. Additional classes were implemented to serve students who need to focus on early reading and foundational math.

5) English Learners were provided with grade level appropriate weekly live instruction at the appropriate grade level in reading, writing, listening, and speaking to build English language fluency. 63% of students in English Language Development (ELD) classes grew by one or more grade levels in six months based on spring i-Ready results. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC assessment.

7) Excel Academy's 0% suspension and expulsion rates and low chronic absenteeism rate of 0.8% is a success that the school takes great pride in.

8) In addition to continuing to increase the school’s A-G course offerings, Excel Academy continued to focus on increasing access to A-G courses with an emphasis on our 9th and 10th grade students. With great success, all core A-G required coursework is accessible for A-G completion. EACS offered additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

9) Writing assessments were implemented to gauge student strengths and areas of improvement across all grade levels, goal setting was in place based on local assessment data results, and virtual teachers implemented NearPod, a virtual learning enhancement resource, to engage students in interactive lessons.

10) Ongoing professional development took place within the departments and at learning conferences with department leads presenting sessions, for example, MTSS and LGBTQ+ Youth - Compassion and Legal Compliance. EACS received the Pioneer Award at the 21st APLUS+ Network Conference for academic achievement. For the second year in a row, EACS proudly received recognition on the ERP Honor Roll that recognizes schools and districts that consistently demonstrate high levels of student achievement and reduction in learning gaps. Only 21% of schools and 22% of districts received this prestigious honor.

EACS will continue to build educational partner engagement and CA Dashboard data success by:

1) EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback, and analyze the areas that can be maintained and improved upon. The Administrative and Leadership Teams will continue to evaluate the progress of the personalized and virtual paths offered to EACS students. Annual surveys will be shared to gain feedback and insight on the paths to help determine any necessary implementations or changes that need to be made for

the upcoming school year. Parent education will remain a significant focus. 2024-2025 proved to be a successful year with opportunities for parents to engage and learn how to best serve their students educational needs at home by attending webinars and in person trainings at the Parent Summit and Parent Power-Up. Parent training included sessions pertaining to: learning in the home with routines and materials, student intervention and support, behavioral health and resource support, community connections, pacing courses, and curriculum and materials support.

2) EACS will continue to offer opportunities for students to build rapport with peers while learning to enhance their social-emotional well-being through participation in lessons, conversations, and community engagement.

3) EACS will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to help strengthen skills and close learning gaps. In addition, EACS will continue to provide grade level test prep packets, virtual test prep sessions, and practice tests to help prepare students for state testing. At Excel Academy, our goal is to strive for 100% participation on all required internal and state assessments and to improve test scores by 2% each year. EACS will pilot a writing program to provide students with benchmark assessment and lesson support to develop written expression.

4) English Learners will continue to be provided with the required English Language Development (ELD) curriculum and mandatory live instruction to help build English fluency in reading, writing, listening, and speaking. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

5) EACS will maintain and build upon our high school graduation success by focusing on supporting students so that they can achieve their goal of high school graduation through continual monitoring of student data to identify students who are struggling and provide interventions to assist students in overcoming barriers so they can be successful and stay on track to complete courses and graduate.

6) The High School Department is working to establish a more transparent A-G tracking system through our school information system for the 2025-2026 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable to Excel Academy Charter School - Warner

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable to Excel Academy Charter School - Warner

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable to Excel Academy Charter School - Warner

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Weekly Cabinet Meetings - Administrators (Executive Director, Director of Operations and Accountability, Director of Business Services, Director of Education, Director of Special Education, Director of Human Resources, and Senior Communications Coordinator) Monthly Department Lead Meetings - (Cabinet meeting attendees, Elementary Principal, Secondary Principal, Counselors, Senior Compliance Coordinator, Admissions Coordinator) Operations Monthly Meetings - (Director of Operations and Accountability, Director of Human Resources, Senior Compliance Coordinator, Senior Communications Coordinator, Classified Staff)	Meetings are held to instill effective strategic planning that aligns educational partners with a shared mission, vision, and productive decision making for students to reach their full academic and social-emotional well-being and potential. Communication and collaboration amongst the team, and the implementation of procedures, policies, and programs, contribute and influence the development of the LCAP.
SSC, ELAC, PAC - Meetings	Request input from the advisory groups throughout the school year that influence the goals and actions within the LCAP that will improve student learner outcomes Request completion of EACS surveys from educational partners
PLC (Personal Learning Communities) Meetings	PLCs meet monthly (comprised of all elementary, secondary, and virtual intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students

Educational Partner(s)	Process for Engagement
	Focus on communication with families regarding student strengths and learning gaps - provide strategies, resource tools, guidance, and support to enhance skills and close learning gaps
Governing Board	Provides insight, feedback, and approval (when necessary) on policies, procedures, state reporting, surveys, etc. to improve student learner outcomes associated with the LCAP Community/public is invited to the board meetings
Staff Meetings (ALL STAFF)	The staff meets throughout the school year to: discuss agenda items related (but not limited to) goals and actions, school safety, culture, and climate, procedures and policies, equity-based instruction, elementary, middle, and high school learning opportunities, analysis of local and state data, state reports, etc. that ultimately assists in the development of the LCAP and student learner outcomes
Educational Partner Input Surveys	Staff surveys - monthly Parent/Student surveys - monthly and annual Feedback from educational partners influence the development of the LCAP Department Surveys for Parents and Students (Intervention, Education, Counseling, Special Education Departments)
Department Meetings	Department leads meet bi-monthly to discuss planning, success of MTSS, student needs, attendance, student learner outcomes/support, etc.
Student Council and National Honor Society (NHS) - Meetings	Students participating in NHS meet throughout the school year Student Council is an elective course Both Student Council and NHS students focus on leadership characteristics and qualities, discuss ideas and planning for the year, volunteer opportunities, and student needs

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Excel Academy Charter School's (EACS) process for engaging educational partner feedback is based on an analysis of what knowledge was learned from the previous year and the feedback that was received. This year's process consisted of:

1) Held consistent administrative, staff, department lead meetings, in addition to SSC, ELAC, PAC, PLC, governing board meetings and input surveys to collaboratively monitor and support LCAP implementation, review data, discuss program updates, and identify potential adjustments to goals and actions
2) Updated the EACS LCAP and BOP on the website
3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Parent Power-Up and PAC meeting (breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
4) Offered opportunities to meet with Principals to provide school administrators with input about EACS that drives the LCAP development process
5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
12) LCAP was presented to the ELAC on May 21, 2024 and SSC on May 22, 20025 for input

EACS' input consisted of feedback provided by educational partners that assisted in the process of finalizing the LCAP. This year's input consisted of:

1) Providing opportunities for all students in grades K-11 to increase their i-Ready, CAASPP, and Summative ELPAC scores with additional guided test prep sessions and completion of practice tests
2) Focusing on strategies to support staff, student, and parent relationships - building stronger communication skills both in-person and through all available social media platforms, offering more parent education to assist parents at home
3) Increasing opportunities to: a) enhance participation at SSC, ELAC, and PAC meetings by focusing on cultural awareness and opportunities to spotlight students, b) participate in community events for all students, including high school students, by creating additional in person events across all regions
4) Implementing professional development for staff to stay abreast of: new policies and procedures within their departments (i.e. education, SPED, assessment, operations, and business services), state expectations, assessment analysis of all student groups, grade levels, and content within the ELA and math domains, new strategies to assist all student learning that supports the overall development of academic and social-emotional learning instruction, and strengthening staff leadership skills
5) Expanding learning opportunities for foster youth, EL, socio-economically disadvantaged students, students with disabilities, and underrepresented students

6) Improving ELA and math performance for all students and building English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
7) Providing ongoing instructional support for all students falling one plus grade levels below grade level - providing additional resources, support, live classes, and tutoring
7) Focusing on: maintaining high ADA, A-G offered courses, high graduation rate, expanding CTE course offerings, low chronic absenteeism, and zero suspension and expulsion rates
8) Offering additional programs for students (i.e. implementation of the GATE program (with CoGAT8 testing)

In response to the ongoing need that the educational partners identified, the feedback influenced the decision to focus on the four goals and actions that are aligned to each goal. Each action was individually addressed and assessed to ensure it is relevant to the current goal, mission, vision, and student learner outcomes identified by the school.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Broad Goal:
With a focus on supporting student achievement, the goal and our actions/services focus on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students and helps prevent learning gaps. The metrics we utilize to ensure students are on track for graduation include i-Ready, CAASPP, and ELPAC.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2023-2024 ELA CAASPP data. 61% met or exceeded standards 21% nearly met standards			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	Target for Year 3 Outcome	Current Difference from Baseline
		18% not met standards				
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2023-2024 math CAASPP data. 52% met or exceeded standards 24% nearly met standards 24% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2025 i-Ready ELA Spring Scores ALL Tier 1: 77% Tier 2: 14% Tier 3: 9% English Learners Tier 1: 52% Tier 2: 29% Tier 3: 19% Economically Disadvantaged Tier 1: 69% Tier 2: 16% Tier 3: 13% Students w/ IEPs Tier 1: 40% Tier 2: 16% Tier 3: 44%			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	Target for Year 3 Outcome	Current Difference from Baseline
1.4	i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2025 i-Ready Math Spring Scores ALL Tier 1: 70% Tier 2: 20%% Tier 3: 10% English Learners Tier 1: 55% Tier 2: 29% Tier 3: 16% Economically Disadvantaged Tier 1: 65% Tier 2: 22% Tier 3: 13% Students w/ IEPs Tier 1: 36% Tier 2: 17% Tier 3: 47%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	2023-2024 Summative ELPAC Data - 38% of students are proficient per DataQuest/CDE Level 4 - 38% (well developed) Level 3 - 43% (moderately developed) Level 2 - 14.2% (somewhat developed) Level 1 - 4.7% (beginning to develop)			Increase number of RFEP students annually based on the Summative ELPAC score reports - increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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			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			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			0% Students lacking textbooks and other instructional materials	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 1 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All actions that are aligned to Goal 1 were implemented and successful based on student progress and data analysis. The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of 1.1: Excel Academy increased 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 English language arts and mathematics. EACS students surpassed the percentage of students meeting or exceeding grade level standards on the CAASPP. Fall to spring i-Ready data showed significant growth each year across all ELA and math domains. Data was analyzed and interventions were in place to provide students the necessary resources and support to make progress. In 2025, 60% of students participating in a WIN intervention grew by one or more grade level in six months. 49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months. 43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready assessment data.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners (including LTEL students), and students with disabilities for proficiency on local assessments to review student learner outcomes and ensure academic success. In addition, Excel Academy successfully implemented and offered programs to promote academic growth as well as social-emotional learning (SEL) and awareness and character building. Students attended the offered sessions and connected with their peers.

Effectiveness of 1.3: All students were provided access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels and were assisted, supported, and guided in completing standards-aligned content by their assigned teacher.

Effectiveness of 1.4: The staff has attended professional development throughout the year to provide best practices and services to serve students and parents. Students and parents are provided with the necessary information, resources, and support to meet the individual needs of the student.

Effectiveness of 1.5: 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, Parent Power-Up, and Back to School events were provided for all parents. In 2024, a Parent Power-Up was held for parents and students across all grade levels to provide educational workshops for home educators and activities for the students.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the equity-based grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Progress was assessed during learning period meetings and live class sessions with the assigned teachers.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed teacher.

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support. Once the CAASPP data is collected from 2025, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

Impact on Student Learning: Students have benefited academically from the increase of support provided by EACS teachers and intervention teams. They have observed an increase in student performance on the i-Ready local assessment, strong CAASPP baseline results, and graduation rates. They have also observed an increase in student participation in interventions and services to support academic achievement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	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.	$105,799.00	Yes
1.3	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) • 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 UPK - TK students' instructional support	$13,963,655.00	No
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.	$85,573.00	No
1.5	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, Parent Power-Up, and teacher parent training.	$15,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 have opportunities to participate in community events and field trips that will enhance their academic and social emotional well being and overall growth.	$47,824.00	No Yes
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). Implementation of English Learner (EL) English language development (ELD) curriculum and direct instruction. Implementation of the Write Score pilot writing program to enhance written expression, GATE testing, Reading Difficulties Screener, and Care Solace.	$219,136.00	No Yes
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.	$13,528.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Maintenance Goal:
We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal and actions/services are focused on student, family, and teacher engagement and connectedness to attain a high average daily attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2024 data	2024 Data - Eligible Cumulative Enrollment - 1072 per DataQuest - 1.4% Chronic Absenteeism - CA Dashboard -		Continue to maintain or decrease Chronic Absenteeism rate of .01%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Number of Students 864			
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% expulsion rate each year	
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	0% Suspension Rate		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	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 2 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness 2.1: Excel Academy focused 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. Excel Academy is transparent in terms of making sure that parents and guardians are aware of the policies, procedures, and requirements that are in place.

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers and classified staff, and was able to maintain appropriate assignments and competitive salaries and benefits.

Effectiveness 2.3: Excel Academy provided frequent communication with parents/guardians/students by notifying them of school events, opportunities, and resources through our main communication platform called Beehively, emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending notification of surveys, parent informational meetings (i.e.ELAC, SSC, and PAC), 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.

Effectiveness 2.4: Excel Academy focused on purchasing technological devices and provided professional development to promote student engagement, support, and access to instruction as needed.

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness. EACS continues to make cultural awareness a priority through community events and communication.

Impact on Student Learning: The increase in attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$58,184.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$170,228.00	No
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.	$194,330.00	No Yes
2.4	Technology	2.4 Purchase technological devices for students to have access to instruction as needed. Provide professional development to promote student engagement and develop 21st Century skills.	$186,237.00	No Yes
2.5	Professional Development	2.5 Professional development in cultural awareness.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Maintenance Goal:
Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2024-2025 Maintain or increase by 2%			Maintain or increase by 2%	
3.2	State Local Indicator Priority 6:	Overall Satisfaction Report: Based on 287			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	parent/guardian responses: 99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals. 100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment. 95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals. 97.2% of survey respondents believe that the school uses assessment data to modify and monitor				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum and instruction of students. 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable. 98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected. Meaning: Overall high satisfaction rate with the school program. Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth. Overall Satisfaction Report: Based on 181 student responses (grades 6-12) 99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance. 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress. 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time. 100% of survey respondents agree that				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their teacher cares about their education and is committed to helping them succeed. 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress. 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School. 98.3% of survey respondents feel the school does a good job communicating through all forms of communication. 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor). Meaning: Overall high satisfaction rate with the school program. Use: EACS will maintain focus on student progress and success through transparency, consistent				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.				
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.		Consistent plan and review process	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 3 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of educational partner engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input.

Effectiveness 3.2: Excel Academy engaged 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. EACS built 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.

Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment.

Effectiveness 3.4: Excel Academy properly vetted all newly hired Content and Community Providers to ensure standards alignment and safety for our students were met at all times.

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by EACS staff.

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director, administration, and the school leadership team.

Impact on Student Learning: EACS received positive feedback on the annual LCAP surveys from parents and students. EACS will continue to strive to increase in participation on the LCAP feedback survey for all educational partners. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. Also, EACS recognizes a continued need to increase parent participation in SSC, ELAC and PAC meetings.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS will seek parent input and assess our level of educational partner engagement through parent 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.	$0.00	No
3.2	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.	$136,558.00	No Yes
3.3	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, inclusive, and welcoming learning environment.	$67,456.00	No Yes
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.	$209,658.00	No
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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$980.00	Yes
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, administration, and the school leadership team.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Broad Goal:
With a focus on supporting our students to achieve their goal of high school graduation and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. The continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation rate, college/career preparedness, and CTE participation are all metrics we monitor to ensure students are on track to graduate and to achieve their post-graduation goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Baseline from 2024 CA Dashboard Data - 83.3% graduated - declined 14/4%%			Increase the graduation rate and decrease the dropout rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(orange on the dashboard), number of students = 42				
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	College/Career - Baseline from 2024 CA Dashboard Data - Prepared 33.3% - 42 students - maintained 1.5% (orange on the dashboard) Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation			Increase the CTE participants and students who are UC/CSU prepared	
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU admission	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission 2024-2025 - Establish a baseline from the collected data of graduates who completed the requirements from UC/CSU admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through collaborative review of the Goal 4 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures are a reflection of the projected enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals, and continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.

Effectiveness 4.2: Students transitioning from middle to high school are 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.

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Excel Academy works to review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Effectiveness 4.4: Excel Academy ensures all students have the opportunity for intensive CAASPP preparation, specifically low income, EL students, foster-youth, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance test prep sessions, and practice tests are designed to assist students in preparation for testing.

Effectiveness 4.5: Excel Academy covers the Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.

Effectiveness 4.6: Excel Academy is working to expand 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.

Effectiveness 4.7: Excel Academy analyzes 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. Excel Academy provides targeted interventions and resources to students identified as needing additional support.

Impact on Student Learning: Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses. The continued goal is to increase enrollment in these courses.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	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.	$18,536.00	No Yes
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.	$302,352.00	No Yes
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	$880,054.00	No

Action #	Title	Description	Total Funds	Contributing
		and rigorous curriculum supporting graduation and college and career readiness.		
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	$16,859.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.	$0.00	Yes
4.6	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.	$27,945.00	No
4.7	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.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,052,072	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.129%	0.000%	$0.00	8.129%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Student Monitoring **Need:** Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities **Scope:**	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	**Action:** Parent Training **Need:** Parents - Home Educators **Scope:** LEA-wide	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples Parent Training - Parent Power-Up attendance and engagement Parent Training Videos - Curriculum, Test Prep - Engagement and Use
1.6	**Action:** Grade Level Curriculum and Instruction **Need:** Unduplicated students need access to grade level curriculum to stay on target to meet grade level expectations, resources and direct support to make progress within the domains and content, and opportunities to participate in real-life experiences and hands-on learning. **Scope:** LEA-wide	All students, including unduplicated students, are provided an equity-based education that is designed to meet their individual needs, will build on their strengths, and close learning gaps with the proper support, resources, and interventions.	Collected coursework, assessments, survey feedback from community events
1.7	**Action:** Student Monitoring and Support **Need:**	Monitoring all students for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All unduplicated students who need additional support, resources, monitoring, guidance, and interventions, need to be given the opportunities to participate in programs that will support their academic and social-emotional growth and success. **Scope:** LEA-wide	expectations. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.	Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
1.8	**Action:** Needs Assessment and Data Analysis **Need:** Assessment results guide targeted interventions for all students, including unduplicated students, each of whom follows a personalized plan within a comprehensive course of study. **Scope:** LEA-wide	EACS needs to desegregate and analyze data for the school and for all individual students to determine interventions, program placement, and curriculum options.	i-Ready Benchmark Diagnostics, CAASPP, ELPAC, and core subject related assessments
2.3	**Action:** Educational Partner Communication **Need:** Unduplicated families need to stay informed for students to be successful in school. EACS needs to ensure that all students, including unduplicated students, have access to all information and are able to provide support when necessary. In addition, EACS highly encourages all parents and guardians to	Effective communication and involvement with educational partners are essential and universally needed to support all students.	Survey results, feedback on social media platforms, communication with staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	participate in surveys and have open lines of communication so their voices can be heard. **Scope:** LEA-wide		
2.4	**Action:** Technology **Need:** All students, including unduplicated students, need the proper resources and technology to be able to master grade level curriculum and assignments, and to be set up for success. **Scope:** LEA-wide	Equity based instruction, curriculum, and technology are available to all students based on their individual needs.	Professional development participation, feedback, assignment completion and growth using school issued devices
3.2	**Action:** Educational Partner Partnerships **Need:** All unduplicated students need monitoring to meet grade level expectations and to stay on task to graduate. **Scope:** LEA-wide	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.3	**Action:** School Climate **Need:**	All students, including unduplicated students, benefit from surveys because the feedback collected helps schools strengthen relationships and make meaningful improvements. When parents, students, and teachers share their voices	Surveys, documentation of communication

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EACS needs to gauge the well-being of unduplicated students to ensure that the school is providing an environment where students can thrive. **Scope:** LEA-wide	through surveys, it ensures that everyone feels heard. This builds trust and helps schools create a learning environment that is safe, positive, inclusive, and welcoming for all.	
3.6	**Action:** Communication and Translation Services **Need:** Unduplicated students needing translation services and support - EL students, parents, and guardians **Scope:** LEA-wide	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.1	**Action:** College and Career Readiness and Career Technical Education **Need:** Unduplicated students in high school need to have access to a comprehensive program and courses that focus on their individual strengths and interests, so they are prepared for college and career readiness. **Scope:** LEA-wide	All students are provided an equity-based education to be set up for success with opportunities to participate in CTE pathways and programs that prepare them for college and the workplace.	CTE enrollment and completers, monitoring of student growth in academic subjects, and post-secondary placement for students who have graduated from EACS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** High School Graduation **Need:** Unduplicated students transitioning from middle school and working through high school will need to have consistent monitoring of their academic, social, and emotional well being, attendance, and work completion. Support, resources, guidance, and interventions will be provided based on individual needs. **Scope:** LEA-wide	All students are deserving of and provided an equity-based education to be set up for success with proper support and guidance to be able to graduate.	Transcripts, report cards, course completion, attendance, teacher-parent-student communication and conferences
4.4	**Action:** Testing **Need:** All unduplicated students need access to resources to successfully prepare for state assessments. **Scope:** LEA-wide	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Assessment and Accountability Department Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	**Action:** Testing **Need:** Low-income pupils and foster youth **Scope:**	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Services for our unduplicated students, who had targeted interventions, were identified through a collaborative effort with the school's Executive Director, administration, and leadership team. The goals and actions in the LCAP are focused on increasing services and improving the quality of the academic support to improve student performance, educational partner engagement, and the level of college and career readiness of our student groups. Through a collaborative effort, the school leadership team, taking into account the feedback provided from all educational partners, identified the next steps to growth towards each of our goals. We expect to see improvement in student engagement and achievement as reflected in i-Ready, CAASPP, and ELPAC test scores, and an increase in our graduation and college and career readiness rates.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,942,455	1,052,072	8.129%	0.000%	8.129%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,994,526.00	$2,199,611.00	$155,000.00	$371,379.00	$16,720,516.00	$10,423,743.00	$6,296,773.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Achievement	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Student Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-26	$105,799.00	$0.00	$105,799.00	$0.00	$0.00	$0.00	$105,799.00	
1	1.3	Broad Course of Study	All	No			All Schools	2025-26	$8,967,753.00	$4,995,902.00	$11,671,432.00	$1,948,213.00	$155,000.00	$189,010.00	$13,963,655.00	
1	1.4	Professional Development	All	No			All Schools	2025-26	$11,000.00	$74,573.00	$0.00	$69,073.00	$0.00	$16,500.00	$85,573.00	
1	1.5	Parent Training	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-26	$0.00	$15,624.00	$15,624.00	$0.00	$0.00	$0.00	$15,624.00	
1	1.6	Grade Level Curriculum and Instruction	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$47,824.00	$0.00	$47,824.00	$0.00	$0.00	$0.00	$47,824.00	
1	1.7	Student Monitoring and Support	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$189,825.00	$29,311.00	$189,825.00	$0.00	$0.00	$29,311.00	$219,136.00	
1	1.8	Needs Assessment and Data Analysis	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$13,528.00	$13,528.00	$0.00	$0.00	$0.00	$13,528.00	
2	2.1	School Climate and Student Engagement	All	No			All Schools	2025-26	$58,184.00	$0.00	$58,184.00	$0.00	$0.00	$0.00	$58,184.00	
2	2.2	Certificated and Classified Salaries and Benefits	All	No			All Schools	2025-26	$170,228.00	$0.00	$170,228.00	$0.00	$0.00	$0.00	$170,228.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Educational Partner Communication	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$162,679.00	$31,651.00	$194,330.00	$0.00	$0.00	$0.00	$194,330.00	
2	2.4	Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$31,857.00	$154,380.00	$31,857.00	$154,380.00	$0.00	$0.00	$186,237.00	
2	2.5	Professional Development	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Educational Partner Partnerships	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$136,558.00	$0.00	$0.00	$0.00	$0.00	$136,558.00	$136,558.00	
3	3.3	School Climate	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	$0.00	$67,456.00	$67,456.00	$0.00	$0.00	$0.00	$67,456.00	
3	3.4	Student Services	All	No			All Schools	2025-26	$209,658.00	$0.00	$209,658.00	$0.00	$0.00	$0.00	$209,658.00	
3	3.5	School Climate and School Safety	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Communication and Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-26	$0.00	$980.00	$980.00	$0.00	$0.00	$0.00	$980.00	
3	3.7	School Operating Services	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	College and Career Readiness and Career Technical Education	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$18,536.00	$0.00	$18,536.00	$0.00	$0.00	$0.00	$18,536.00	
4	4.2	High School Graduation	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$302,352.00	$0.00	$302,352.00	$0.00	$0.00	$0.00	$302,352.00	
4	4.3	High School Curriculum and Instruction	All	No			All Schools	2025-26	$0.00	$880,054.00	$880,054.00	$0.00	$0.00	$0.00	$880,054.00	
4	4.4	Testing	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-26	$11,490.00	$5,369.00	$16,859.00	$0.00	$0.00	$0.00	$16,859.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	**4.5**	Testing	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.6**	A-G and Career Technical Education Courses	All	No			All Schools	2025-26	$0.00	$27,945.00	$0.00	$27,945.00	$0.00	$0.00	$27,945.00	
4	**4.7**	Needs Assessment - Data Analysis	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12,942,455	1,052,072	8.129%	0.000%	8.129%	$1,004,970.00	0.000%	7.765 %	**Total:**	$1,004,970.00
								LEA-wide Total:	$1,004,970.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$105,799.00	
1	1.4	Professional Development				All Schools	$0.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners	All Schools	$15,624.00	
1	1.6	Grade Level Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$47,824.00	
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$189,825.00	
1	1.8	Needs Assessment and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		$13,528.00	
2	2.3	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$194,330.00	
2	2.4	Technology	Yes	LEA-wide	English Learners Foster Youth		$31,857.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		$67,456.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	$980.00	
4	4.1	College and Career Readiness and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		$18,536.00	
4	4.2	High School Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income		$302,352.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,859.00	
4	4.5	Testing	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,364,875.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**		No	$0	$0
1	**1.2**	Student Monitoring	Yes	$102,395.00	
1	**1.3**	Broad Course of Study	No	$12,866,128.00	
1	**1.4**		No	$76,777.00	
1	**1.5**	Parent Training	Yes	$12,000.00	
1	**1.6**		No	$0	
1	**1.7**	Student Monitoring and Support	Yes	$126,835.00	
1	**1.8**	Needs Assessment and Data Analysis	No Yes	$13,529.00	
2	**2.1**		No	$44,374.00	
2	**2.2**		No	$161,886.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Educational Partner Communication	No Yes	$165,910.00	
2	2.4	Technology	No Yes	$160,630.00	
2	2.5	Professional Development	No	$0	
3	3.1		No	$0	
3	3.2	School Climate	Yes	$260,000.00	
3	3.3	Educational Partner Partnerships	No Yes	$46,056.00	
3	3.4	Student Services	No	$195,679.00	
3	3.5	School Climate and School Safety	No	$0	
3	3.6	Communication and Translation Services	Yes	$980.00	
3	3.7	School Operating Services	No	$0	
4	4.1	College and Career Readiness and Career Technical Education	No	$15,122.00	
4	4.2	High School Graduation	No	$293,896.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	High School Curriculum and Instruction	No	$814,866.00	
4	4.4	Testing	Yes	$3,844.00	
4	4.5			$0	
4	4.6	A-G and Career Technical Education Courses	No	$3,968.00	
4	4.7	Needs Assessment - Data Analysis	No	$0	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$959,162.00	$663,343.00	$899,495.00	($236,152.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes	$0	$102,395.00		
1	1.5	Parent Training	Yes	$0	$12,000.00		
1	1.7	Student Monitoring and Support	Yes	$51,440.00	$126,835.00		
1	1.8	Needs Assessment and Data Analysis	Yes	$9,016.00	$13,528.00		
2	2.3	Educational Partner Communication	Yes	$32,550.00	$165,909.00		
2	2.4	Technology	Yes	$62,000.00	$160,630.00		
3	3.2	School Climate	Yes	$419,305.00	$254,303.00		
3	3.3	Educational Partner Partnerships	Yes	$85,188.00	$46,056.00		
3	3.6	Communication and Translation Services	Yes	$0.00	$980.00		
4	4.4	Testing	Yes	$3,844.00	$16,859.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$959,162.00		0.000%	$899,495.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

EXCEL ACADEMY CHARTER SCHOOL

2025-2026 Local Indicator Self Reflection and Local Control and Accountability Plan (LCAP)

About the Local Indicators

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.

- LEAs are required to annually complete the California Dashboard self-reflection report.
- The State Board of Education adopted performance standards that require LEAs to annually measure its progress.
- The CA Dashboard Local Indicator Report was completed for submission and reviewed by the Executive Director. The Local Indicators will be shared with the Board of Directors along with the LCAP in June.

Teacher Assignment

- There are no mis-assignments of teachers of English Learners, and there are no vacant teacher positions.
- All students have access to standards-aligned instructional curriculum and materials.

Academic Standards and Curriculum

- EACS reports *Full Implementation* in Next Generation Science Standards (NGSS) and *Full Implementation and Sustainability* in math, English Language Arts (ELA), English Language Development (ELD), social science, Career Technical Education (CTE), health and physical education, visual and performing arts, and world language.

Support for Educational Partners

- EACS reports *Full Implementation and Sustainability* in professional development, making instructional materials aligned to standards for all students, supporting staff and areas for improvement, academic standards adopted by the State Board of Education for all students, creating a welcoming environment for all families in the community, and strong, consistent communication with educational partners.

Educational Partner Engagement

Excel Academy collaborates with educational partners to gather input on the LCAP and implement best practices for serving all student groups.

- Administrative, department, and staff meetings - ongoing review of the schoolwide goals, best practices, and strategic planning
- Personal Learning Communities (PLC) Meetings - Improve student learner outcomes
- Surveys to stakeholders - results analyzed and shared
- ELAC: 9/25/2024, 11/20/2024, 2/5/2025, 5/21/2025
- SSC: 9/26/2024, 11/21/2024, 2/6/2025, 5/22/2025
- PAC: 11/13/2024
- SELPA Approval - June 2025
- School Board LCAP Draft Public Hearing: 6/12/2025
- School Board LCAP Adoption Public Meeting: 6/18/2025

EACS has established:

- ➔ Four goals
- ➔ Actions aligned to each goal
- ➔ Measuring and reporting metrics
- ➔ Analysis of the effectiveness of each action
- ➔ Expenditures

LCAP process serves three distinct functions:

- Comprehensive Strategic Planning
- Meaningful Engagement of Educational Partners
- Accountability and Compliance

Additional Requirements of the LCAP

Reflections and In depth analysis of annual performance based on the CA Dashboard	
Engaging Educational Partners	A. Process of Engagement B. Descriptions of how the LCAP was influenced by educational partner feedback
Increased or improved services for Foster Youth, English Learners (including LTEL students), and Low Income Students - Unduplicated Students	A. Identified Need and Action B. How and why the action is addressed C. Metrics to Monitor Effectiveness
Limited Actions	A. Identified Need and Action B. How and why the action is addressed C. Metrics to Monitor Effectiveness

Celebrations of Annual Performance

Exceeded overall participation on the CAASPP assessments

CAASPP - EACS students outscored the state and county

100% Initial and Summative ELPAC testing

Added rubrics to elementary report cards

Parent Summit, Parent Power-Up, Webinars, Parent Training

EL live instruction, & WIN Interventions

School Climate

- Outstanding Survey Results

Additional High School Course Offerings

GATE Lessons and Testing

PAC and Quarterly ELAC and SSC Meetings

All Staff Professional Development

Parent Summit, Parent Power-Up, Webinars, Parent Training

Outdoor Classrooms & Community Events

A-G Courses and 3 CTE Pathways

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.

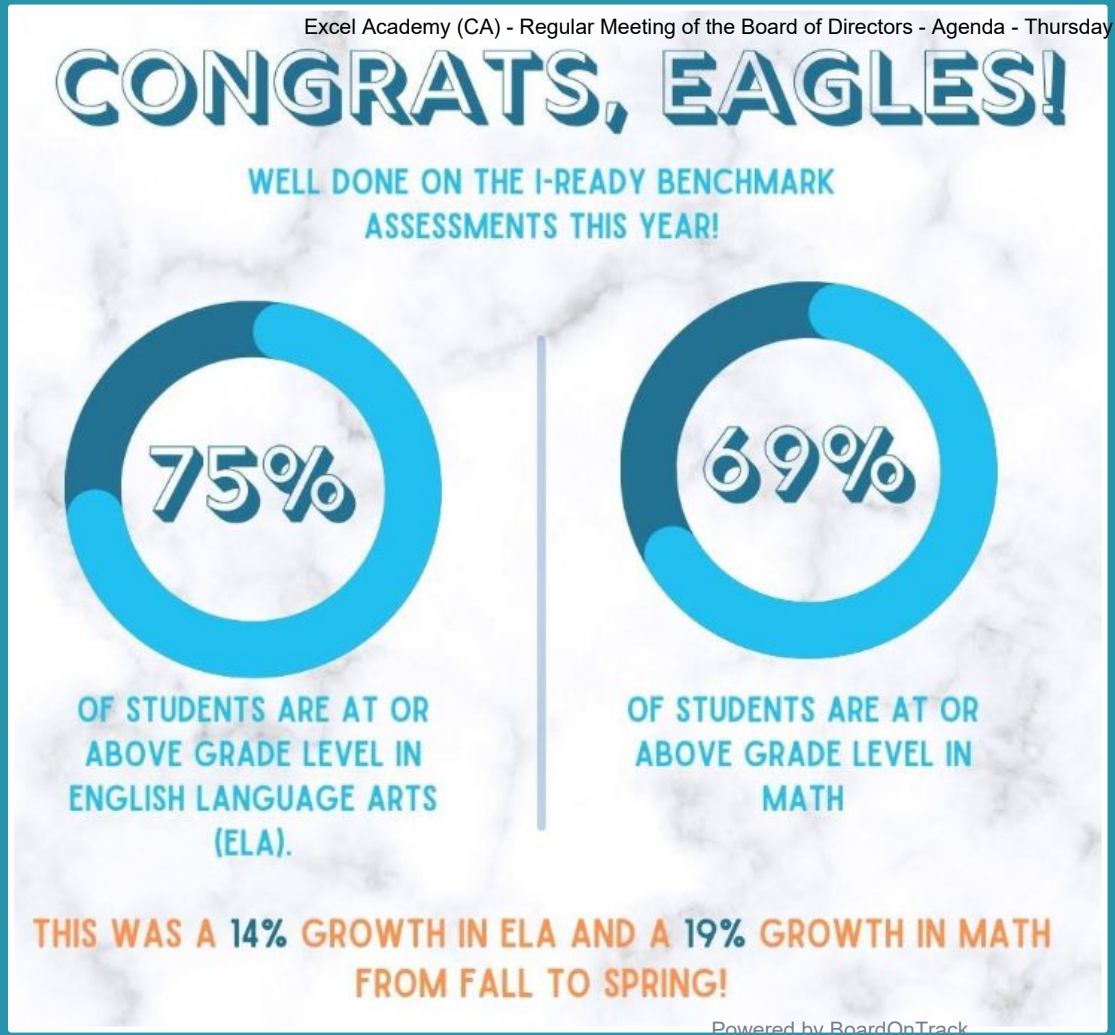
Goal 1 - Broad Goal - Focus on Student Achievement

Aligned with State Priorities:

- Priority 1 - Basic Conditions of Learning: Qualified and Effective Teachers, Teacher Credentialing
- Priority 2 - State Standards and access to curriculum aligned instructional materials
- Priority 4 - Pupil Achievement/Outcomes
- Priority 7 - Course Access - Availability of textbooks and other instructional materials

Measuring and Reporting Results:

- **CAASPP, i-Ready, and ELPAC Data**



43% of students in ELD classes grew by 1+ grade levels in 6 months - 4% increase from 2024!

60% of students participating in WIN intervention (supplemental curriculum) grew by 1+ grade levels!

49% of students in WIN reading and math classes grew by 1+ grade levels!

Powered by BoardOnTrack

Goal 1 - Effectiveness

All eight actions were determined effective		
■ Provided equity-based instruction and support for all students ■ Students have benefited from the increase of support provided by EACS teachers and intervention teams	■ Increase in student performance on the i-Ready local benchmark assessments, strong CAASPP baseline results, growth on ELPAC assessments	■ Increase in student participation in interventions and services to support academic achievement

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.

Goal 2 - Maintenance Goal that includes actions that are ongoing and focused on regular attendance and student achievement

Aligned with State Priorities:

- Priority 1 - Basic Conditions of Learning, Qualified and Effective Teachers
- Priority 2 - State Standards and access to curriculum aligned instructional materials
- Priority 3 - Parental Involvement and Engagement
- Priority 4 - Pupil Achievement: equity in education, assessment, curriculum and instruction
- Priority 5 - Pupil Engagement - attendance

Measuring and Reporting Results:

- Maintain or decrease Chronic Absenteeism
- Strive for 0% Expulsion and Suspension Rates
- 100% Qualified and Effective Teachers

Goal 2 - Effectiveness

All eight actions were determined effective		
■ Ongoing focus on attendance and chronic absenteeism	■ Increase of student participation in SEL lessons, ELD Live, and WIN intervention classes.	Attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

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.

Goal 3 - Maintenance goal that focuses on the correlation between establishing connections and partnerships in education with school attendance and student success.

Aligned with State Priorities:

- Priority 3 - Parental Involvement - Engagement Educational - Effort to seek input and participation
- Priority 5 - Pupil Engagement: School attendance rates
- Priority 6 - School Climate: Sense of safety and connectedness

Measuring and Reporting Results:

- Participation/Input Survey Results
- Maintain or increase survey outcomes by 2% each year
- Annual safety review/updates and training

ANNUAL EDUCATIONAL PARTNER SURVEY RESULTS

Based on 287 Parent/Guardian responses

PARENT TESTIMONIES

"Thank you to all the teachers and staff for all you do! Transferring my high school student to Excel Academy has made a huge impact and difference in her overall well being. I will forever be grateful for that."

"We truly love Excel Academy—our ToR, access to personalized education, community engagement—have all been instrumental in our making our academic journey enjoyable and successful!"

"I really enjoy that our kids can participate in the Gate program activities."

"Love this school and the programs offered. The field trips are awesome, our TORS are awesome, and we feel we have choice in our education while being provided the resources and opportunities to have a high academic standard in our home as well as opportunities to develop success for my kids outside of academics."

ANNUAL EDUCATIONAL PARTNER SURVEY RESULTS

Based on 181 student responses (grades 6-12)

STUDENT TESTIMONIES

"I love the fun GATE events and Excel Community events and always look forward to them. I really hope there will be more events like this next year/"

"Honestly Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"

"I appreciate how much I've grown"

"I believe Excel is perfect and I'm so thankful to be a student at Excel."

"Overall the school is great and my classes are challenging but my teachers are available when I need the most."

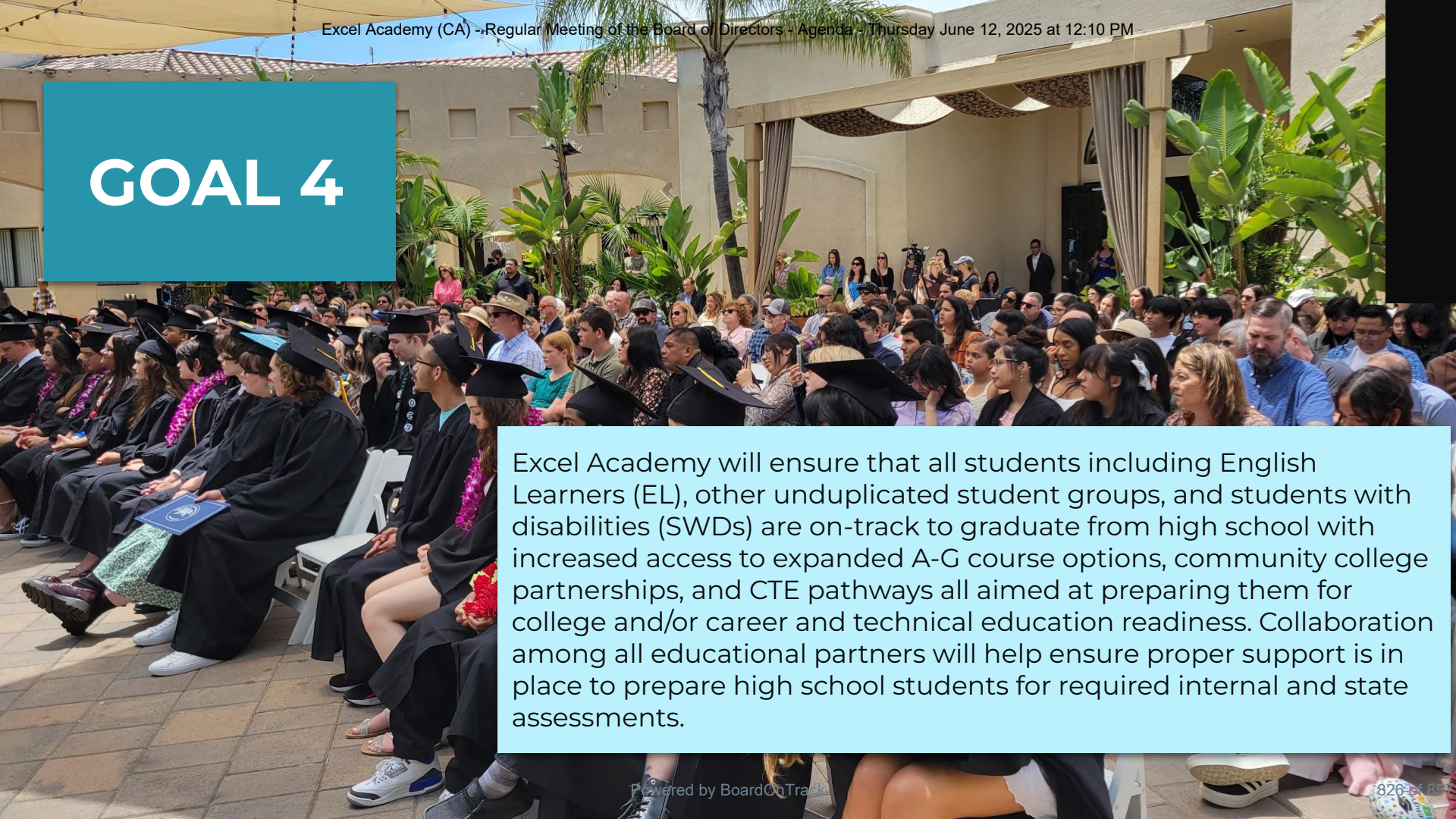
"Excel Academy has provided flexibility in my learning."

Goal 3 - Effectiveness

All seven actions were determined effective

■ Overall impressive LCAP survey feedback from parents/guardians and students ■ Increase in student responses	■ EACS needs to continue to increase the number of parent/guardian participants ■ EACS provides extensive opportunities to develop collaborative relationships with students, parents, and the community.	EACS recognizes a continued need to increase parent participation in SSC, ELAC, and the PAC meetings.

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.

Goal 4 - This goal supports students in achieving high school graduation and being ready for college and careers by continually monitoring graduation rates, CTE participation, student data, and interventions.

Aligned with State Priorities:

- Priority 1 - Basics Conditions of Learning - Qualified/Effective Teachers
- Priority 2 - State Standards: State adopted academic content
- Priority 4 - Pupil Achievement
- Priority 5 - Pupil Engagement - School attendance and chronic absenteeism
- Priority 7 - Course Access
- Priority 8 - Pupil Outcomes

Measuring and Reporting Results:

- **Graduation and Dropout Rate**
- **Access to Broad Curriculum: Career Technical Education (CTE) Participation and College/Career Preparedness**
- **Students enrolled in and completion of A-G courses required for UC/CSU Admission**

Goal 4 - Effectiveness

All seven actions were determined effective

■ Increased enrollment in A-G and CTE courses	■ Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses.	The continued goal is to increase enrollment in these courses and elevate the designation identified on the CA Dashboard.

Together, we instill a love of learning by creating a supportive, inclusive environment where every voice is valued and every mind can thrive.
THANK YOU!
EVERY TOY COUNTS

Coversheet

Proposed Budget 2025-2026

Section: XII. Public Hearing
Item: B. Proposed Budget 2025-2026
Purpose: Discuss
Submitted by:
Related Material:
FY25-26 Combined Adopted B (5_15_2025) - FY26 ADOPTED Combined .pdf
FY25-26 Warner Adopted B (5_15_2025) - Warner MYP (1).pdf
FY25-26 Helendale Adopted B (5_15_2025) - Helendale MYP (1).pdf
Warner - FY25-26 EPA Expenditure Plan (1).pdf
Warner - FY25-26 Mullti Year EPA Expenditure Plan (1).pdf
Helendale - FY25-26 EPA Expenditure Plan .pdf
Helendale - FY25-26 Mullti Year EPA Expenditure Plan.pdf
25-06-12 FY25-26 Budget Adoption.pptx.pdf

BACKGROUND:

The members of the Board are requested to review and adopt the 2025-26 Proposed Budget at the June 19, 2025, Board meeting. Before adopting the 2025-26 budget, it is necessary to hold a public hearing at this time in compliance with the terms outlined in the Memorandum of Understanding with the authorizing districts and Education Code 42103. This hearing will serve as an opportunity to ensure compliance and gather valuable input from the concerned stakeholders

This budget comprehensively represents the projected revenues and expenditures for the upcoming 2025-26 school year and the estimations for the subsequent 2026-27 and 2027-28 years. The revenue forecasts have been formulated by considering the governor's May revision of his initial budget proposal and our enrollment predictions spanning this three-year timeframe. Accordingly, the revenues and expenditure projections are guided by the principles outlined below:

- COLA - 2.3% for FY2025- 26 and Zero for the next two years
- Project Enrollment of 1,867 and a 1% increase for the next two years
- Projected Attendance Rate (ADA) of 98%
- Unduplicated Pupil percentage of 50.03% for Helendale and 42.14% for Warner
- Step of 3% for FY2025- 26 and 0% for the next two years
- STRS contribution rate of 19.10%

Our multi-year projection indicates our ability to maintain the minimum required reserve of 15% for economic uncertainties. Based on this, we are confident we will receive approval for our budget from the authorizing districts.

It is important to note that the budget will be periodically updated throughout the year during our First and Second Interim reporting periods. These updates will incorporate actual revenue and expenditure figures, enrollment and attendance data, and any necessary adjustments stemming from changes to our assumptions.

COMBINED BUDGET - FY25-26 Adopted Budget	FY2025-26 Adopted Budget	FY2026-27 Budget Projection	FY2027-28 Budget Projection
	COMBINED	COMBINED	COMBINED
Projected P-2 ADA	**1,829.97**	**1,848.27**	**1,866.75**
COLA	**2.30%**	**0.00%**	**0.00%**
REVENUES:			
General Purpose Entitlement			
8011 General Purpose Block Grant	21,461,470	21,610,445	21,773,955
8012 Education Protection Account	365,995	369,655	373,351
8096 Funding in Lieu of Property Taxes	874,118	874,118	874,118
TTL General Purpose Entitlement	**22,701,583**	**22,854,218**	**23,021,424**
Federal Revenue			
8181 Federal IDEA SpEd Revenue	309,651	312,748	315,875
8290 Other Federal Revenue	289,347	292,240	295,163
TTL Federal Revenue	**598,998**	**604,988**	**611,038**
Other State Revenue			
8311 AB602 State SpEd Revenue	1,878,123	1,896,904	1,915,873
8550 Mandated Cost Reimbursements	50,646	51,077	51,588
8560 State Lottery Revenue	499,583	504,059	509,099
8590 Other State Revenue	1,119,407	730,601	737,907
TTL Other State Revenue	**3,547,759**	**3,182,641**	**3,214,468**
Other Local Revenue			
8660 Interest Income	250,000	252,128	254,649
8699 Other Revenue	0	0	0
8980 Contributions to Restricted Programs	0	0	0

TTL Other Local Revenue	**250,000**	**252,128**	**254,649**
TTL REVENUES	**27,098,340**	**26,893,975**	**27,101,579**
EXPENDITURES:			
1000 - Certificated Salaries			
1100 Teacher Compensation	7,220,288	7,292,491	7,365,416
1200 Student Support	1,048,295	1,058,778	1,069,366
1300 Certificated Administrators	1,739,681	1,757,078	1,774,649
1900 Other Certificated Salaries	188,801	190,689	192,596
TTL Certificated Salaries	**10,197,065**	**10,299,036**	**10,402,026**
2000 - Non - Certificated Salaries			
2100 Instructional Aides	193,498	195,433	197,387
2300 Classified Administrators	782,170	789,992	797,892
2400 Clerical & Technical Staff	720,445	727,649	734,926
TTL Non - Certificated Salaries	**1,696,113**	**1,713,074**	**1,730,205**
3000 - Employee Benefits			
3101 STRS Certificated	1,952,509	1,972,035	1,991,755
3300 OASDI/Medicare	282,293	285,116	287,967
3400 Health and Wellfare	1,647,360	1,663,834	1,680,472
3500 Unemployment Insurance	24,887	25,136	25,387
3600 Workers' Comp Certificated	46,577	47,043	47,513
3901 Other Benefits	219,376	221,570	223,785
TTL Employee Benefits	**4,173,003**	**4,214,733**	**4,256,880**
4000 - Books/Supplies/Materials			
4100 Textbooks & Core Curriculum	1,887,579	1,906,455	1,925,519
4300 Materials & Supplies	60,124	60,725	61,332
4310 Instructional Materials	2,088,709	2,109,596	2,130,692
4320 Office Supplies	500	505	510
4330 Meals & Events	500	505	510
4350 Other Supplies - Materials & Supplies	23,050	23,281	23,513

4400 Non - Capitalized Equipment - Staff	102,987	104,017	105,057
TTL Books/Supplies/Materials	**4,163,449**	**4,205,083**	**4,247,134**
5000 - Services & Operations			
5100 Subagreements For Services	250,000	252,500	255,025
5200 Travel & Conferences	105,879	106,938	108,007
5210 Mileage Reimbursements	18,938	19,127	19,319
5300 Dues & Memberships	79,156	79,948	80,747
5400 Insurance	118,608	119,794	120,992
5610 Facility Rents & Leases	74,700	75,447	76,201
5800 Professional Services - Non - instructional	135,750	137,108	138,479
5810 Legal	700,000	707,000	714,070
5820 Audit & CPA	55,000	55,550	56,106
5830 Non-Instructional Software Licenses/Fees	316,000	319,160	322,352
5840 Advertising & Recruitment	81,600	82,416	83,240
5841 Community Marketing	37,000	37,370	37,744
5850 Oversight Fees	380,000	383,800	387,638
5870 Live Scan Finger printing	400	404	408
5878 Testing & Assessments	39,390	39,784	40,182
5880 Instructional Vendors & Consultants	3,265,434	3,298,088	3,331,069
5890 Misc Other Outside Services	11,500	11,615	11,731
5930 Postage	0	0	0
5940 Technology Services	323,282	326,515	329,780
TTL Services & Operations	**5,992,637**	**6,052,563**	**6,113,089**
7438 Interest on Debt	0	0	0
TTL EXPENDITURES	**26,222,267**	**26,484,489**	**26,749,334**

Description	FY2025-26 Adopted Budget	FY2025-26 Adopted Budget	FY2027-28 Adopted Budget
Revenues less Expenditures (Net Revenues)	876,073	409,486	352,244
		0	0
Beginning Fund Balance-Unaudited Actuals	10,048,509	10,924,582	11,334,068
One-time Bonus		0	0
ENDING BALANCE	10,924,582	11,334,068	11,686,312
ENDING BALANCE AS % OF EXPENDITURES	41.66%	42.80%	43.69%

Description - Warner	FY2025-26 Warner Unrestricted	FY2025-26 Warner Restricted	FY2025-26 Warner Combined	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined	FY2027-28 Warner Unrestricted	FY2027-28 Warner Restricted	FY2027-28 Warner Combined
Average Daily Attendance (P-2 Projected)			**1,131.43**			**1,142.74**			**1,154.17**
COLA			**2.30%**			**0.00%**			**0.00%**
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	13,016,246	0	13,016,246	13,118,380	0	13,118,380	13,234,970	0	13,234,970
8012 Education Protection Account	226,286	0	226,286	228,549	0	228,549	230,834	0	230,834
8096 Funding in Lieu of Property Taxes	751,995	0	751,995	751,995	0	751,995	751,995	0	751,995
TTL General Purpose Entitlement	**13,994,527**	**0**	**13,994,527**	**14,098,924**	**0**	**14,098,924**	**14,217,799**	**0**	**14,217,799**
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	191,984	191,984	0	193,903	193,903	0	195,842	195,842
8290 Other Federal Revenue	0	179,395	179,395	0	181,189	181,189	0	183,001	183,001
TTL Federal Revenue	**0**	**371,379**	**371,379**	**0**	**375,093**	**375,093**	**0**	**378,843**	**378,843**
Other State Revenue									
8311 AB602 State SpEd Revenue	0	1,164,436	1,164,436	0	1,176,081	1,176,081	0	1,187,841	1,187,841
8550 Mandated Cost Reimbursements	31,401	0	31,401	31,639	0	31,639	31,956	0	31,956
8560 State Lottery Revenue	216,706	93,036	309,741	218,352	93,966	312,319	220,536	94,906	315,442
8590 Other State Revenue	0	694,032	694,032	0	452,973	452,973	0	457,502	457,502
TTL Other State Revenue	**248,106**	**1,951,505**	**2,199,611**	**249,992**	**1,723,020**	**1,973,011**	**252,492**	**1,740,250**	**1,992,741**
Other Local Revenue									
8660 Interest Income	155,000	0	155,000	156,178	0	156,178	157,740	0	157,740
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-614,758	614,758	0	-620,906	620,906	0	-627,115	627,115	0
TTL Other Local Revenue	**-459,758**	**614,758**	**155,000**	**-464,728**	**620,906**	**156,178**	**-469,375**	**627,115**	**157,740**
TTL REVENUES	**13,782,875**	**2,937,641**	**16,720,516**	**13,884,188**	**2,719,018**	**16,603,206**	**14,000,916**	**2,746,208**	**16,747,124**
EXPENDITURES:									
1000 - Certificated Salaries									
1100 Teacher Compensation	3,888,502	588,076	4,476,579	3,927,387	593,957	4,521,345	3,966,661	599,897	4,566,558
1200 Student Support	301,737	348,206	649,943	304,754	351,688	656,442	307,802	355,205	663,007
1300 Certificated Administrators	748,240	330,362	1,078,602	755,723	333,666	1,089,388	763,280	337,002	1,100,282
1900 Other Certificated Salaries	117,057	0	117,057	118,227	0	118,227	119,409	0	119,409
TTL Certificated Salaries	**5,055,536**	**1,266,645**	**6,322,180**	**5,106,091**	**1,279,311**	**6,385,402**	**5,157,152**	**1,292,104**	**6,449,256**
2000 - Non - Certificated Salaries									
2100 Instructional Aides	0	119,969	119,969	0	121,168	121,168	0	122,380	122,380
2300 Classified Administrators	484,945	0	484,945	489,795	0	489,795	494,693	0	494,693
2400 Clerical & Technical Staff	402,286	44,390	446,676	406,309	44,834	451,143	410,372	45,282	455,654
TTL Non - Certificated Salaries	**887,231**	**164,359**	**1,051,590**	**896,103**	**166,002**	**1,062,106**	**905,065**	**167,663**	**1,072,727**
3000 - Employee Benefits									
3101 STRS Certificated	715,831	494,725	1,210,556	970,989	251,672	1,222,661	980,699	254,189	1,234,888
3300 OASDI/Medicare	143,226	31,796	175,022	144,658	32,113	176,772	146,105	32,435	178,540
3400 Health and Wellfare	842,803	178,560	1,021,363	851,231	180,346	1,031,577	859,744	182,149	1,041,893
3500 Unemployment Insurance	12,441	2,989	15,430	12,565	3,019	15,584	12,691	3,049	15,740

3600 Workers' Comp Certificated	23,385	5,493	28,878	23,618	5,548	29,167	23,855	5,604	29,458
3901 Other Benefits	115,504	20,510	136,013	116,659	20,715	137,373	117,825	20,922	138,747
TTL Employee Benefits	**1,853,189**	**734,072**	**2,587,262**	**2,119,721**	**493,413**	**2,613,134**	**2,140,918**	**498,347**	**2,639,266**
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	1,133,999	36,300	1,170,299	1,145,339	36,663	1,182,002	1,156,793	37,029	1,193,822
4300 Materials & Supplies	30,142	7,135	37,277	30,443	7,206	37,650	30,748	7,278	38,026
4310 Instructional Materials	1,195,919	99,081	1,295,000	1,207,878	100,072	1,307,950	1,219,957	101,072	1,321,029
4320 Office Supplies	310	0	310	313	0	313	316	0	316
4330 Meals & Events	310	0	310	313	0	313	316	0	316
4350 Other Supplies - Materials & Supplies	2,976	11,315	14,291	3,006	11,428	14,434	3,036	11,542	14,578
4400 Non - Capitalized Equipment - Staff	0	63,852	63,852	0	64,490	64,490	0	65,135	65,135
TTL Books/Supplies/Materials	**2,363,656**	**217,683**	**2,581,338**	**2,387,292**	**219,859**	**2,607,152**	**2,411,165**	**222,058**	**2,633,223**
5000 - Services & Operations									
5100 Subagreements For Services	0	155,000	155,000	0	156,550	156,550	0	158,116	158,116
5200 Travel & Conferences	1,860	63,785	65,645	1,879	64,423	66,301	1,897	65,067	66,964
5210 Mileage Reimbursements	0	11,742	11,742	0	11,859	11,859	0	11,978	11,978
5300 Dues & Memberships	7,440	41,637	49,077	7,514	42,053	49,567	7,590	42,474	50,063
5400 Insurance	73,537	0	73,537	74,272	0	74,272	75,015	0	75,015
5610 Facility Rents & Leases	46,314	0	46,314	46,777	0	46,777	47,245	0	47,245
5800 Professional Services - Non - instructional	82,150	2,015	84,165	82,972	2,035	85,007	83,801	2,056	85,857
5810 Legal	186,000	248,000	434,000	187,860	250,480	438,340	189,739	252,985	442,723
5820 Audit & CPA	34,100	0	34,100	34,441	0	34,441	34,785	0	34,785
5830 Non-Instructional Software Licenses/Fees	195,920	0	195,920	197,879	0	197,879	199,858	0	199,858
5840 Advertising & Recruitment	50,592	0	50,592	51,098	0	51,098	51,609	0	51,609
5841 Community Marketing	22,940	0	22,940	23,169	0	23,169	23,401	0	23,401
5850 Oversight Fees	235,600	0	235,600	237,956	0	237,956	240,336	0	240,336
5870 Live Scan Finger printing	248	0	248	250	0	250	253	0	253
5878 Testing & Assessments	24,422	0	24,422	24,666	0	24,666	24,913	0	24,913
5880 Instructional Vendors & Consultants	2,024,569	0	2,024,569	2,044,815	0	2,044,815	2,065,263	0	2,065,263
5890 Misc Other Outside Services	5,890	1,240	7,130	5,949	1,252	7,201	6,008	1,265	7,273
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	168,970	31,465	200,435	170,660	31,780	202,439	172,366	32,097	204,464
TTL Services & Operations	**3,160,552**	**554,883**	**3,715,435**	**3,192,157**	**560,432**	**3,752,589**	**3,224,079**	**566,036**	**3,790,115**
7438 Interest on Debt	0	0	0	0	0	0	0	0	0
TTL EXPENDITURES	**13,320,164**	**2,937,642**	**16,257,805**	**13,701,365**	**2,719,018**	**16,420,383**	**13,838,379**	**2,746,208**	**16,584,587**

Description	FY2025-26 Warner Unrestricted	FY2025-26 Warner Restricted	FY2025-26 Warner Combined	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined	FY2027-28 Warner Unrestricted	FY2027-28 Warner Restricted	FY2027-28 Warner Combined
Revenues less Expenditures (Net Revenues)	**462,711**	**0**	**462,711**	**182,823**	**0**	**182,822**	**162,537**	**0**	**162,536**
Beginning Fund Balance-Unaudited Actuals	**6,004,741**	**253,412**	**6,258,153**	**6,467,452**	**253,412**	**6,720,864**	**6,650,275**	**253,412**	**6,903,687**
One-time Bonus		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
ENDING BALANCE	**6,467,452**	**253,412**	**6,720,864**	**6,650,275**	**253,412**	**6,903,687**	**6,812,812**	**253,412**	**7,066,224**
ENDING BALANCE AS % OF EXPENDITURES	**48.55%**	**8.63%**	**41.34%**	**48.54%**	**9.32%**	**42.04%**	**49.23%**	**9.23%**	**42.61%**

Description - Helendale	FY2025-26 Helendale Unrestricted	FY2025-26 Helendale Restricted	FY2025-26 Helendale Combined	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Restricted	FY2026-27 Helendale Combined	FY2027-28 Helendale Unrestricted	FY2027-28 Helendale Restricted	FY2027-28 Helendale Combined
Projected P-2 ADA			**698.54**			**705.53**			**712.58**
COLA			**2.30%**			**0.00%**			**0.00%**
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	8,445,224	0	8,445,224	8,492,065	0	8,492,065	8,538,985	0	8,538,985
8012 Education Protection Account	139,709	0	139,709	141,106	0	141,106	142,517	0	142,517
8096 Funding in Lieu of Property Taxes	122,123	0	122,123	122,123	0	122,123	122,123	0	122,123
TTL General Purpose Entitlement	**8,707,056**	**0**	**8,707,056**	**8,755,294**	**0**	**8,755,294**	**8,803,625**	**0**	**8,803,625**
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	117,667	117,667	0	118,844	118,844	0	120,032	120,032
8290 Other Federal Revenue	0	109,952	109,952	0	111,051	111,051	0	112,162	112,162
TTL Federal Revenue	**0**	**227,619**	**227,619**	**0**	**229,895**	**229,895**	**0**	**232,194**	**232,194**
Other State Revenue									
8311 AB602 State SpEd Revenue	0	713,687	713,687	0	720,824	720,824	0	728,032	728,032
8550 Mandated Cost Reimbursements	19,245	0	19,245	19,438	0	19,438	19,632	0	19,632
8560 State Lottery Revenue	132,820	57,022	189,842	134,148	57,592	191,740	135,489	58,168	193,657
8590 Other State Revenue	0	425,375	425,375	0	277,628	277,628	0	280,405	280,405
TTL Other State Revenue	**152,065**	**1,196,083**	**1,348,148**	**153,586**	**1,056,044**	**1,209,630**	**155,121**	**1,066,605**	**1,221,726**
Other Local Revenue									
8660 Interest Income	95,000	0	95,000	95,950	0	95,950	96,910	0	96,910
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-376,787	376,787	0	-380,555	380,555	0	-384,360	384,360	0
TTL Other Local Revenue	**-281,787**	**376,787**	**95,000**	**-284,605**	**380,555**	**95,950**	**-287,451**	**384,360**	**96,910**
TTL REVENUES	**8,577,334**	**1,800,490**	**10,377,824**	**8,624,275**	**1,666,495**	**10,290,769**	**8,671,296**	**1,683,160**	**10,354,455**
EXPENDITURES:									
1000 - Certificated Salaries		0	0						
1100 Teacher Compensation	2,383,276	360,434	2,743,710	2,407,108	364,038	2,771,147	2,431,179	367,679	2,798,858
1200 Student Support	184,935	213,417	398,352	186,785	215,551	402,336	188,653	217,706	406,359
1300 Certificated Administrators	458,599	202,480	661,079	463,185	204,505	667,690	467,817	206,550	674,366
1900 Other Certificated Salaries	71,744	0	71,744	72,462	0	72,462	73,186	0	73,186
TTL Certificated Salaries	**3,098,554**	**776,331**	**3,874,885**	**3,129,540**	**784,094**	**3,913,634**	**3,160,835**	**791,935**	**3,952,770**
2000 - Non - Certificated Salaries		0	0						
2100 Instructional Aides	0	73,529	73,529	0	74,265	74,265	0	75,007	75,007
2300 Classified Administrators	297,225	0	297,225	300,197	0	300,197	303,199	0	303,199
2400 Clerical & Technical Staff	246,562	27,207	273,769	249,028	27,479	276,507	251,518	27,754	279,272
TTL Non - Certificated Salaries	**543,787**	**100,736**	**644,523**	**549,225**	**101,743**	**650,968**	**554,717**	**102,761**	**657,478**
3000 - Employee Benefits		0	0						
3101 STRS Certificated	438,735	303,219	741,954	595,122	154,251	749,373	601,074	155,793	756,867
3300 OASDI/Medicare	87,784	19,488	107,271	88,662	19,682	108,344	89,548	19,879	109,428
3400 Health and Wellfare	516,557	109,440	625,997	521,722	110,534	632,257	526,940	111,640	638,579
3500 Unemployment Insurance	7,625	1,832	9,457	7,701	1,850	9,552	7,778	1,869	9,647
3600 Workers' Comp Certificated	14,332	3,367	17,699	14,476	3,400	17,876	14,621	3,434	18,055
3901 Other Benefits	70,792	12,570	83,363	71,500	12,696	84,197	72,215	12,823	85,038

TTL Employee Benefits	**1,135,826**	**449,915**	**1,585,741**	**1,299,184**	**302,414**	**1,601,598**	**1,312,176**	**305,439**	**1,617,614**
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	695,032	22,248	717,280	701,982	22,471	724,453	709,002	22,695	731,697
4300 Materials & Supplies	18,474	4,373	22,847	18,659	4,417	23,076	18,845	4,461	23,306
4310 Instructional Materials	732,982	60,727	793,709	740,312	61,334	801,647	747,715	61,948	809,663
4320 Office Supplies	190	0	190	192	0	192	194	0	194
4330 Meals & Events	190	0	190	192	0	192	194	0	194
4350 Other Supplies - Materials & Supplies	1,824	6,935	8,759	1,842	7,004	8,847	1,861	7,074	8,935
4400 Non - Capitalized Equipment - Staff	0	39,135	39,135	0	39,526	39,526	0	39,922	39,922
TTL Books/Supplies/Materials	**1,448,692**	**133,418**	**1,582,111**	**1,463,179**	**134,753**	**1,597,932**	**1,477,811**	**136,100**	**1,613,911**
5000 - Services & Operations									
5100 Subagreements For Services	0	95,000	95,000	0	95,950	95,950	0	96,910	96,910
5200 Travel & Conferences	1,140	39,094	40,234	1,151	39,485	40,636	1,163	39,880	41,043
5210 Mileage Reimbursements	0	7,196	7,196	0	7,268	7,268	0	7,341	7,341
5300 Dues & Memberships	4,560	25,519	30,079	4,606	25,774	30,380	4,652	26,032	30,684
5400 Insurance	45,071	0	45,071	45,522	0	45,522	45,977	0	45,977
5610 Facility Rents & Leases	28,386	0	28,386	28,670	0	28,670	28,957	0	28,957
5800 Professional Services - Non - instructional	50,350	1,235	51,585	50,854	1,247	52,101	51,362	1,260	52,622
5810 Legal	114,000	152,000	266,000	115,140	153,520	268,660	116,291	155,055	271,347
5820 Audit & CPA	20,900	0	20,900	21,109	0	21,109	21,320	0	21,320
5830 Non-Instructional Software Licenses/Fees	120,080	0	120,080	121,281	0	121,281	122,494	0	122,494
5840 Advertising & Recruitment	31,008	0	31,008	31,318	0	31,318	31,631	0	31,631
5841 Community Marketing	14,060	0	14,060	14,201	0	14,201	14,343	0	14,343
5850 Oversight Fees	144,400	0	144,400	145,844	0	145,844	147,302	0	147,302
5870 Live Scan Finger printing	152	0	152	154	0	154	155	0	155
5878 Testing & Assessments	14,968	0	14,968	15,118	0	15,118	15,269	0	15,269
5880 Instructional Vendors & Consultants	1,240,865	0	1,240,865	1,253,274	0	1,253,274	1,265,806	0	1,265,806
5890 Misc Other Outside Services	3,610	760	4,370	3,646	768	4,414	3,683	775	4,458
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	103,562	19,285	122,847	104,598	19,478	124,076	105,644	19,673	125,316
TTL Services & Operations	**1,937,112**	**340,090**	**2,277,202**	**1,956,483**	**343,491**	**2,299,974**	**1,976,048**	**346,926**	**2,322,974**
7438 Interest on Debt	0	0	0	0	0	0	0	0	
TTL EXPENDITURES	**8,163,971**	**1,800,490**	**9,964,461**	**8,397,611**	**1,666,495**	**10,064,106**	**8,481,587**	**1,683,160**	**10,164,747**
Description	**FY2025-26 Helendale Unrestricted**	**FY2025-26 Helendale Restricted**	**FY2025-26 Helendale Combined**	**FY2026-27 Helendale Unrestricted**	**FY2026-27 Helendale Restricted**	**FY2026-27 Helendale Combined**	**FY2027-28 Helendale Unrestricted**	**FY2027-28 Helendale Restricted**	**FY2027-28 Helendale Combined**
Revenues less Expenditures (Net Revenues)	**413,363**	**0**	**413,362**	**226,664**	**0**	**226,663**	**189,708**	**0**	**189,708**
Beginning Fund Balance-Unaudited Actuals	**3,578,998**	**211,358**	**3,790,356**	**3,992,361**	**211,358**	**4,203,718**	**4,219,024**	**211,358**	**4,430,383**
ENDING BALANCE	**3,992,361**	**211,358**	**4,203,718**	**4,219,024**	**211,358**	**4,430,383**	**4,408,733**	**211,358**	**4,620,091**
ENDING BALANCE AS % OF EXPENDITURES	**48.90%**	**11.74%**	**42.19%**	**50.24%**	**12.68%**	**44.02%**	**51.98%**	**12.56%**	**45.45%**

ACTION: Warner - APPROVAL OF 2025-26 EPA PLAN

BACKGROUND:

Proposition 30, The Schools and Local Public Safety Protection Account of 2012, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The governing board must approve the spending plan during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (See the list of functions on the CDE website referenced below for which EPA funds may be used.)
- Each year, the local agency must publish an accounting of how much money was received from the EPA and how the funds were expended on its website.

The revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs received EPA payments quarterly beginning with the 2013-14 Fiscal Year.

In November 2016, the Proposition 55 Tax extension amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89 percent are provided to K-12 Education and 11 percent to community colleges.

EPA funds are proposed to cover the salary and benefit costs of non-administrative certificated staff. Their share of costs determines the percentage of funds used per group from the general fund. The salaries below are calculated assuming no furlough days and/or salary rollbacks. Any difference in revenue and/or expenditures will be adjusted in teacher salaries (function 1000; object 1100).
For frequently asked questions about EPA, please refer to the California Department of Education's website at hp://www.cde.ca.gov/fg/aa/pa/pafaq.asp.

CURRENT CONSIDERATIONS:

Excel Academy Charter School's estimated 2025-26 EPA entitlement is $226,286, Warner. The staff has coded 100% of the EPA resource to certificated teaching staff salaries.

Group	Percentage of GF Cost per group	Percentage applied to EPA funds	Amount
Certificated Staff	100%	100%	$226,286
Total:	**100%**	**100%**	**$226,286**

Expenditures by Function - Detail

Certificated Positions			
Classroom Teacher Salaries	2.25	1000/1100	$226,286
Totals	**2.25**	**1000/1100**	**$226,286**

EPA Requirements Met?	**YES**

RECOMMENDATION:

Staff requests that the Board approve the 2025-26 Education Protection Account (EPA) plan.

FINANCIAL IMPACT:

Proposition 30 and Proposition 55 fund the Education Protection Account, increase the Charter's revenues to provide more credentialed teaching resources for students and positively impact the charter's revenue stream.

Excel Academy Charter School-Warner's estimated 2025-26 EPA entitlement is $226,286. Staff proposes to code 100% of the EPA resource to certificated teaching staff salaries.

Group	Percentage of GF Cost per group	The percentage applied to EPA funds	Amount
Certificated Staff	100%	100%	$226,286
Total:	**100%**	**100%**	**$226,286**

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	2.25	1000/1100	$226,286
Totals	**2.25**	**1000/1100**	**$226,286**

The following summary shows the fiscal year 2026, 2027, and 2028 revenue and expenditure calculations:

Excel Academy Charter School - Warner	
Education Protection Account Spending Summary	
2025-26 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	$226,286
EPA Expenditures on Teacher Salaries & Benefits:	**$226,286**
Unspent 2025-26 EPA Revenues:	-

2026-27 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$228,549
EPA Expenditures on Teacher Salaries & Benefits:	**$228,549**
Unspent 2026-27 EPA Revenues:	-
2027-28 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$230,834
EPA Expenditures on Teacher Salaries & Benefits:	**$230,834**
Unspent 2027-28 EPA Revenues:	-
EPA Requirements Met in Each Year?	**YES**

ACTION: HELENDALE - APPROVAL OF 2025-26 EPA PLAN

BACKGROUND:

Proposition 30, The Schools and Local Public Safety Protection Account of 2012, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The governing board must approve the spending plan during a public meeting. ● EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (See the list of functions on the CDE website referenced below for which EPA funds may be used.)
- Each year, the local agency must publish an accounting of how much money was received from the EPA and how the funds were expended on its website.

The revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs received EPA payments quarterly beginning with the 2013-14 Fiscal Year.

In November 2016, the Proposition 55 Tax extension amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of the Arcle XIII EPA funds, 89 percent are provided to K-12 Education and 11 percent to community colleges.

It is proposed that EPA funds be used to cover the salary and benefit costs of non-administrative certificated staff. Their share of costs determines the percentage of funds used per group to the general fund. The salaries below are calculated assuming no furlough days and/or salary rollbacks. Any difference in revenue and/or expenditures will be adjusted in teacher salaries (function 1000; object 1100).
For frequently asked questions about EPA, please refer to the California Department of Education's website at hp://www.cde.ca.gov/fg/aa/pa/pafaq.asp.

CURRENT CONSIDERATIONS:

Excel Academy Charter School's estimated 2025-26 EPA entitlement is $139,709 Helendale. The staff has coded 100% of the EPA resource to certificated teaching staff salaries.

Group	**Percentage of GF Cost per group**	**Percentage applied to EPA funds**	**Amount**
Certificated Staff	100%	100%	$139,709
Total:	**100%**	**100%**	**$139,709**

Expenditures by Function - Detail

Certificated Positions			
Classroom Teacher Salaries	1.25	1000/1100	$139,709
Totals	**1.25**	**1000/1100**	**$139,709**

EPA Requirements Met?	**YES**

RECOMMENDATION:

Staff requests that the Board approve the 2025-26 Education Protection Account (EPA) plan.

FINANCIAL IMPACT:

Proposition 30 and Proposition 55 fund the Education Protection Account, increase the Charter's revenues to provide more credentialed teaching resources for students and positively impact the charter's revenue stream.

Excel Academy Charter School-Helendale's estimated 2025-26 EPA entitlement is $139,709.
Staff proposes to code 100% of the EPA resource to certificated teaching staff salaries.

Group	Percentage of GF Cost per group	The percentage applied to EPA funds	Amount
Certificated Staff	100%	100%	$139,709
Total:	**100%**	**100%**	**$139,709**

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	1.25	1000/1100	$139,709
Totals	**1.25**	**1000/1100**	**$139,709**

The following summary shows the fiscal year 2026, 2027, and 2028 revenue and expenditure calculations:

Excel Academy Charter School - Helendale	
Education Protection Account Spending Summary	
2025-26 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	$139,709
EPA Expenditures on Teacher Salaries & Benefits:	**$139,709**
Unspent 2025-26 EPA Revenues:	-

2026-27 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$141,106
EPA Expenditures on Teacher Salaries & Benefits:	**$141,106**
Unspent 2026-27 EPA Revenues:	-
2027-28 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$142,517
EPA Expenditures on Teacher Salaries & Benefits:	**$142,517**
Unspent 2027-28 EPA Revenues:	-
EPA Requirements Met in Each Year?	**YES**

Excel Academy Charter Schools

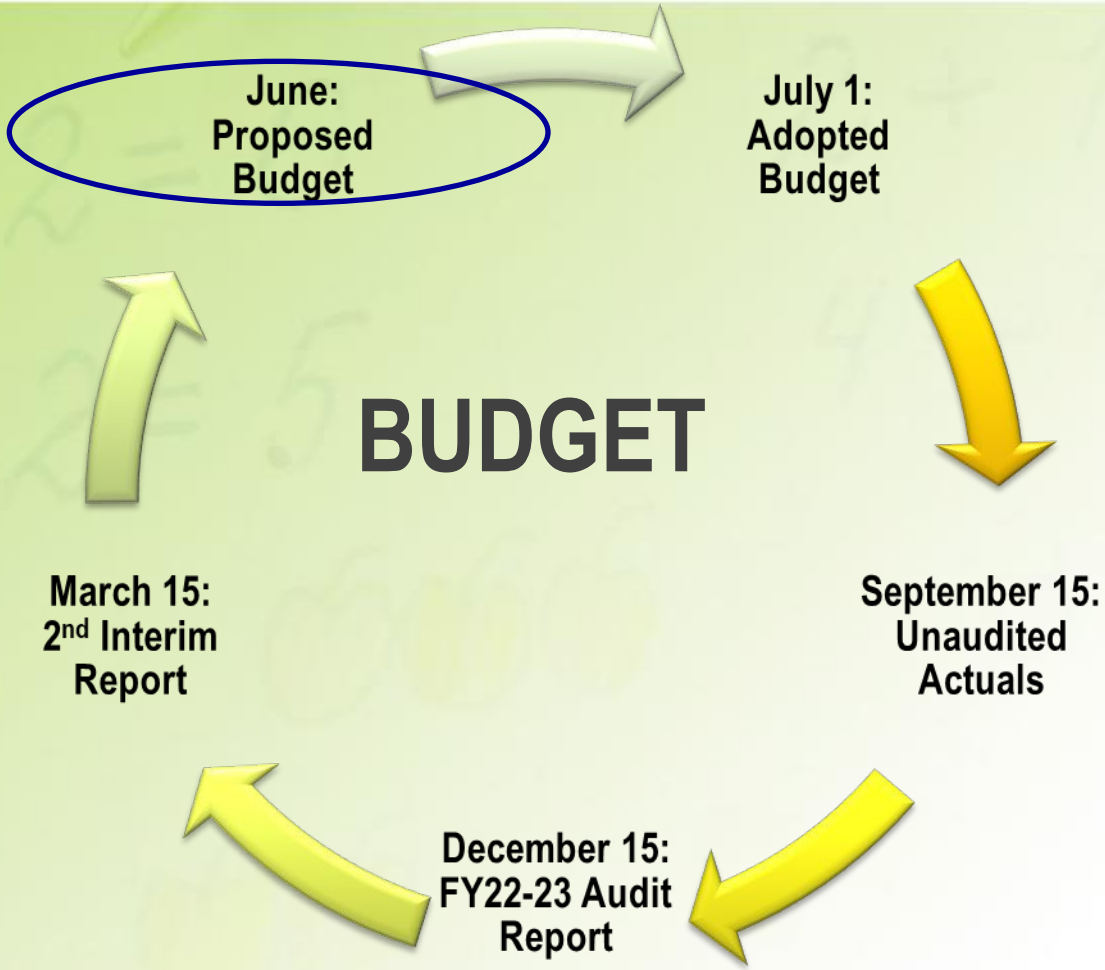
FY 2025-26 Proposed Budget

June 12, 2025

Presentation Overview

- Budget Cycle
- Budget Assumptions
- Average Daily Attendance Analysis
- Multi-year Projection
- Reserve Balance Analysis
- The Road Ahead

The Budget Cycle



Budgetary Building Blocks

- **Revenues:**
  - COLA – Increase
    - FY2025-26 – 2.30%
    - FY2026-27 – 0.00%
    - FY2027-28 – 0.00%
  - Projected ADA FY25-26 – 1,829
  - Enrollment Increase Projection – 1.0%
  - Attendance Rate (ADA) – 98%
- **Expenditures:**
  - Step and Column Increase –
    - FY2025-26 - 3%
    - FY2026-27 – 0%
    - FY2027-28 – 0%
  - STRS Contribution Increase – 19.10%

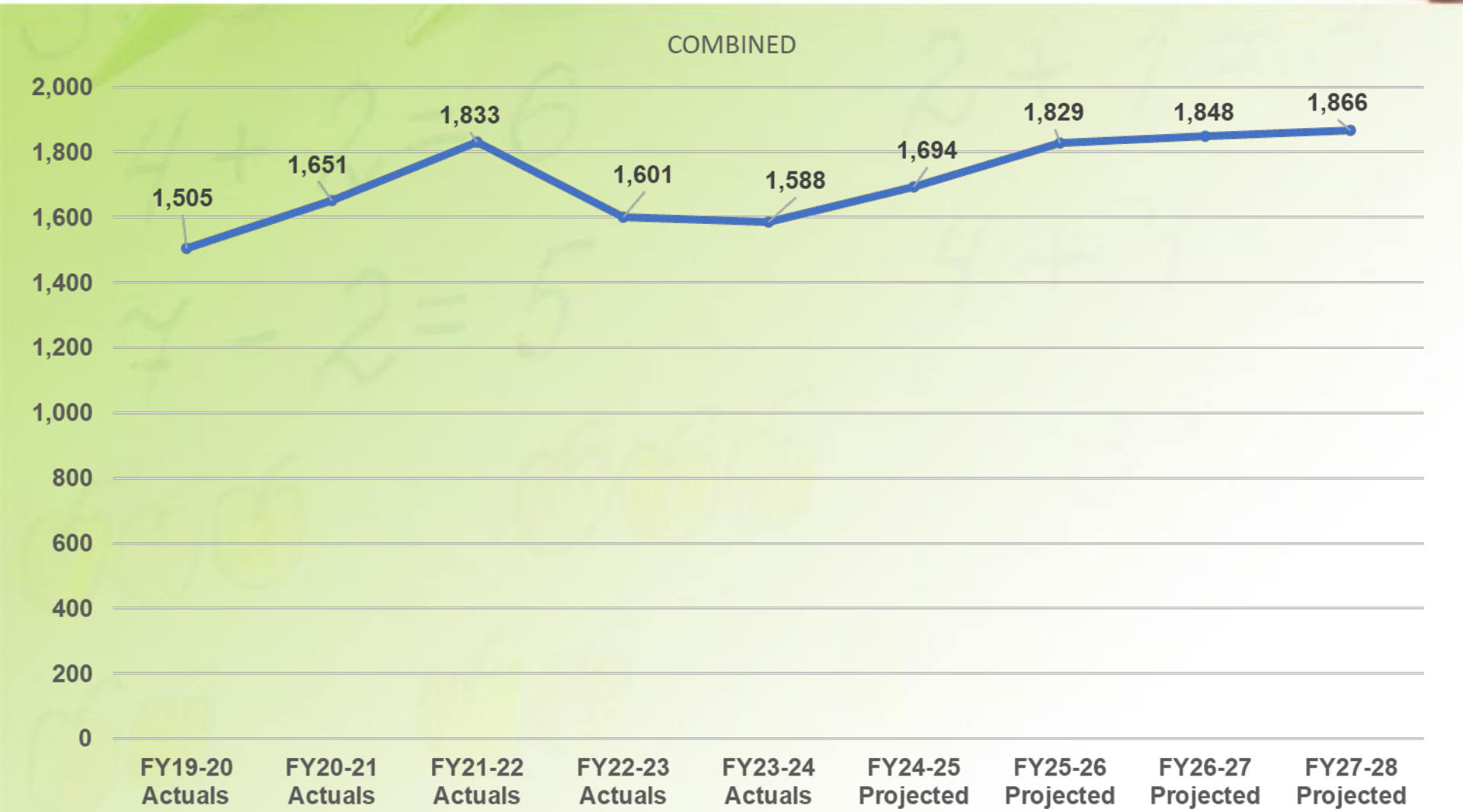
2025-26 EACS New Money from COLA and Projected Growth

New Money
$2,087,352

Grade Span	TK-3	4-6	7-8	9-12
2024-25 Base Grant per ADA	$10,025	$10,177	$10,478	$12,144
2.30% COLA	$231	$234	$241	$279
2025-26 Base Grant per ADA	$10,256	$10,411	$10,719	$12,423
GSA	$1,067	–	–	$323
2025-26 Adjusted Base Grant per ADA	$11,323	$10,411	$10,719	$12,746
20% Supplemental Grant per ADA[1]	$2,265	$2,082	$2,144	$2,549
65% Concentration Grant per ADA[2]	$3,312	$3,045	$3,135	$3,728
TK Add-On per ADA (inclusive of COLA)	$5,545[3]	–	–	–

[1]Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 20% and UPP
[2]Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%
[3]Inclusive of an additional $2,397 for the student-to-adult ratio reduction from 12:1 to 10:1

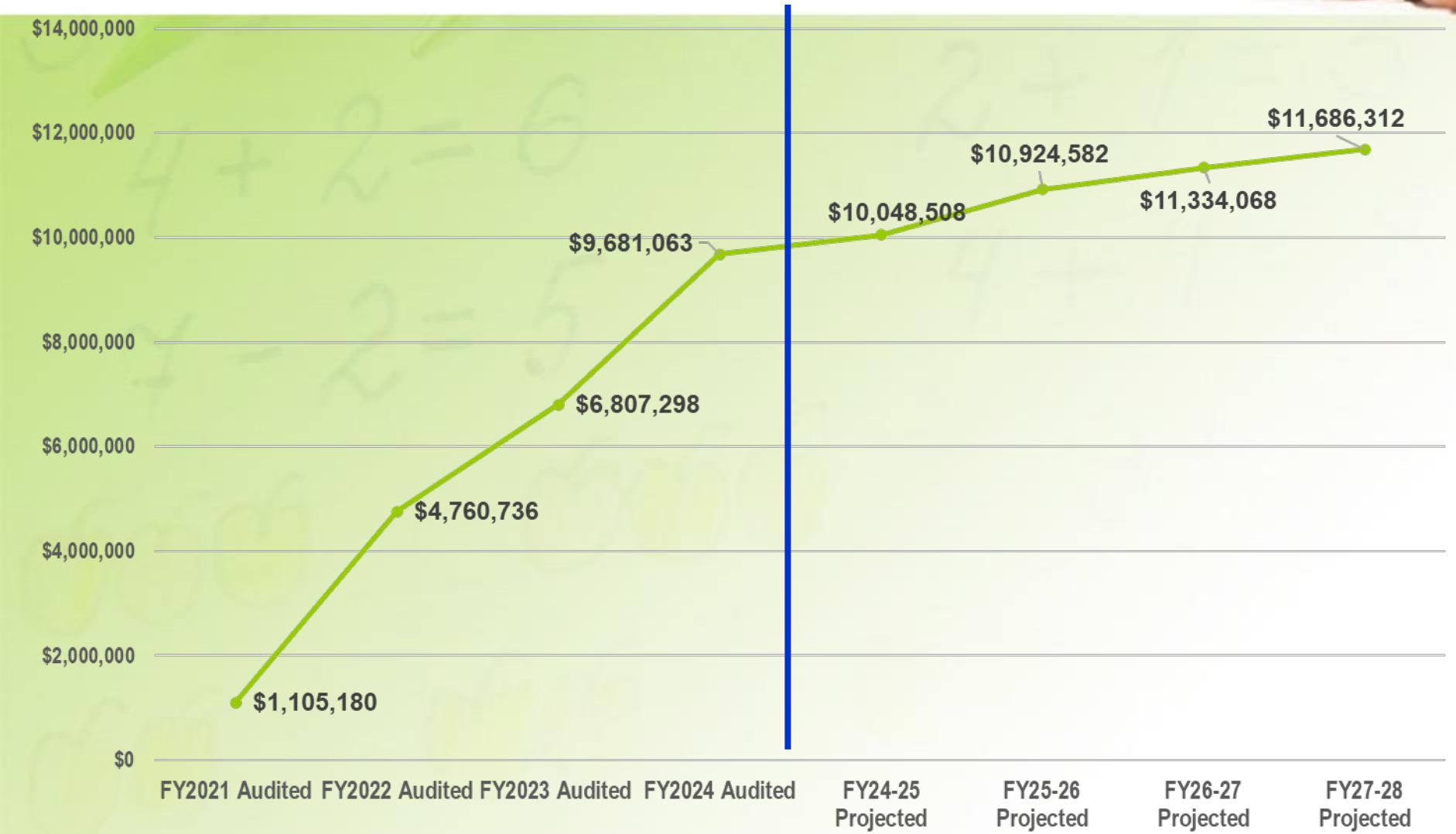
Average Daily Attendance Trends Analysis



Combined Multi-Year Projections (FY2025-26 Proposed Budget)

	2025-26	2026-27	2027-28
Total Revenues	27,098,340	26,893,975	27,101,579
Total Expenditures	26,222,267	26,484,489	26,749,334
Projected Increase in Fund Balance	876,073	409,486	352,244
Projected Beginning Balance	10,048,509	10,924,582	11,334,068
Projected Ending Balance	10,924,582	11,334,068	11,686,312
Adjustments to Ending Fund Balance			
Restricted Carryover Balances			
15% Required for Economic Uncertainties	3,933,340	3,972,673	4,012,400
Unappropriated Fund Balance Above 15%	6,991,242	7,361,395	7,673,912
Ending Balance Percent Of Expenditures	41.66%	42.80%	43.69%

Reserve Balance (Actual and Projection)



The Road Ahead

- **Anticipating Budget Impacts:**
  - One-time Grant Funding Expirations
    - Educator Effectiveness Block Grant – June 2026
    - Arts and Music Block Grant – June 2026
    - Learning Recovery Block Grant – June 2028
  - Assembly Bill 84