



Excel Academy (CA)

Board of Directors Study Session

Published on August 8, 2025 at 4:57 PM PDT

Date and Time

Thursday August 14, 2025 at 9:50 AM PDT

Location

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

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

Zoom Meeting Information:

Meeting ID: 827 9681 9015

Dial In: +1 253 215 8782

URL: <https://us06web.zoom.us/j/82796819015>

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

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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Agenda

	Purpose	Presenter	Time
I. Opening Items			9:50 AM
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			9:52 AM
A. Led by Board President or designee	Discuss	William Hall	1 m
III. Approve/Adopt Agenda			9:53 AM
A. Agenda	Vote	William Hall	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Board Study Session of August 14, 2025.			
Roll Call Vote:			
William Hall			

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

IV. Approve Minutes9:54 AM

A.	Minutes of the Regular Board Meeting held on June 12, 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 _____			

B.	Minutes of the Regular Board Meeting held on June 18, 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

	Purpose	Presenter	Time
questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.			
VI. Adjourn to Closed Session			9:56 AM
A. The Board will consider and may act on any of the Closed Session matters.	Vote	William Hall	1 m
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Susan Houle			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
VII. Closed Session			9:57 AM
A. Closed Session	Discuss	William Hall	20 m
1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION			
Case no. 30-2024-01430946			
2. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION			
Case no. 2025051015			
VIII. Reconvene Regular Meeting			10:17 AM
A. Report out any action taken in closed session	Discuss	William Hall	1 m
IX. Consent			10:18 AM
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.			

	Purpose	Presenter	Time
A. Consent - Policy Development	Vote	William Hall	1 m
Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.			

Board Policies: Revised

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

6000 Series - Instruction

- 6010 - EA Independent Study Policy
- 6116 - EA Discipline and Involuntary Withdrawal Policy

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

X. Education/Student Services

10:19 AM

A. Ratification of Additional Licenses for FlexPoint Education Cloud	Vote	Heidi Gasca	5 m
It is recommended the Board ratify the additional licesnes for FlexPoint Education Cloud for the 2025-26 School Year for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).			

Fiscal Impact: \$65,081.25

- Warner (#2053): \$40,350.38
- Helendale (#2073): \$24,730.87

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado

	Purpose	Presenter	Time
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
B. Ratification of 1st Day School Supplies Boxes	Vote	Heidi Gasca	5 m

It is recommended the Board ratify the 1st Day School Supplies Boxes for the 2025-26 School Year for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: \$29,605.06

Warner (#2053): \$18,355.14

Helendale (#2073): \$11,249.92

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

XI. Personnel Services

10:29 AM

A. Annual Superintendent/CEO Evaluation Timeline and Plan	Vote	Heidi Gasca	5 m
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It is recommended the Board approve the 2025-2026 Superintendent/CEO Evaluation Timeline and Plan as presented 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 _____

XII. Oral Presentations

10:34 AM

	Purpose	Presenter	Time
A. Annual Board of Directors' Self-Evaluation	Discuss	William Hall	15 m
B. Annual Superintendent/CEO Goals	Discuss	Heidi Gasca	10 m

XIII. Calendar

The next Regular Board Meeting will be held on September 11, 2025.

XIV. Closing Items **10:59 AM**

A. Adjourn Meeting	Vote	1 m
Roll Call Vote:		
William Hall		
Michael Humphrey		
Steve Fraire		
Susan Houle		
Larry Alvarado		
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____		

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

Coversheet

Minutes of the Regular Board Meeting held on June 12, 2025

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting held on June 12, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 12, 2025

DRAFT



Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time

星期四 六月 12, 2025 at 12:10 下午

Location

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

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

Zoom Meeting Information:

Dial In: +1 720 707 2699

Meeting ID: 883 5394 7431

URL: <https://us06web.zoom.us/j/88353947431>

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Directors Present

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

Directors Absent

L. Alvarado

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 Jun 12, 2025 at 12:18 PM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

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

Roll Call

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

III. Approve Minutes

A.

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

S. Houle made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-08-25.

S. Fraire seconded the motion.

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

Roll Call

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

IV. Correspondence/Proposals/Reports

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

Heidi shared a video detailing the accomplishments of Excel Academy in the 2024-25 school year.

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

Lara gave an update of the Special Education program including staff, classes, new initiatives, and more.

V. Consent

A. Consent - Business/Financial Services

B. Consent - Education Student/Services

C. Consent - Personnel Services

D. Consent Items - Policy Development

M. Humphrey made a motion to Bill Hall.

S. Fraire seconded the motion.

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

Roll Call

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

VI. Business/Financial Services

A.

Approval of Additional Chromebooks Purchase

S. Houle made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

Roll Call

M. Humphrey Aye

S. Fraire Aye

W. Hall Aye

S. Houle Aye

L. Alvarado Absent

B. Approval of MacBook Air Laptops Purchase

S. Houle made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

Roll Call

L. Alvarado Absent

S. Fraire Aye

S. Houle Aye

W. Hall Aye

M. Humphrey Aye

C. Approval of the Stampli Contract (Renewal)

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

S. Fraire Aye

W. Hall Aye

S. Houle Aye

L. Alvarado Absent

M. Humphrey Aye

D. Approval of 2025-26 Consolidated Application and Reporting System (CARS)

S. Houle made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

Roll Call

W. Hall Aye

S. Fraire Aye

S. Houle Aye

L. Alvarado Absent

Roll Call

M. Humphrey Aye

E. Approval of the Proposition 28 Arts & Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-2025

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

W. Hall Aye

M. Humphrey Aye

S. Houle Aye

L. Alvarado Absent

S. Fraire Aye

F. Approval of SecureSpace Storage Unit

S. Houle made a motion to Bill Hall.

S. Fraire seconded the motion.

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

Roll Call

W. Hall Aye

S. Fraire Aye

S. Houle Aye

M. Humphrey Aye

L. Alvarado Absent

G. Approval of the California Charter School Association (CCSA) Membership for 2025-2026 (Renewal)

M. Humphrey made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

L. Alvarado Absent

M. Humphrey Aye

W. Hall Aye

S. Fraire Aye

S. Houle Aye

H. Approval of the Settlement Agreement (Lares v. The Collaborative Charter Services Organization, et. al.)

M. Humphrey made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

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

VII. Education Services

A. Approval of Amira Learning Reading Difficulties Screener

S. Houle made a motion to Bill Hall.

S. Fraire seconded the motion.

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

Roll Call

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

VIII. Personnel Services

A. Approval of Marsh McLennan Benefits

S. Houle made a motion to Bill Hall.

M. Humphrey seconded the motion.

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

Roll Call

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

IX. Policy Development

A. Approval of New Board Policies

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

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

Roll Call

W. Hall	Aye
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Roll Call

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

X. Public Hearing

A. Local Indicators and Local Control & Accountability Plan (LCAP) 2025-26

Hearing Opened at 1:14 PM
Hearing Closed at 1:33 PM

B. Proposed Budget 2025-2026

Hearing Opened at 1:33 PM
Hearing Closed at 1:48 PM

XI. Comments

A. Board Comments

The Board was overwhelmingly positive and expressed deep appreciation for the hard work, leadership, and collaborative spirit of the staff:

Appreciation for Hard Work: The board recognized the immense effort put in by the staff, including those not present at the meeting. They specifically mentioned how impressed they were by the work presented.

Praise for Specific Leaders: Heidi, Joe, and Jenny were singled out for their excellent contributions in their respective areas, with Heidi being praised for a "great year," Joe for his financials, and Jenny for her mastery of the complex LCFF and compliance regulations. The board also gave a shout-out to the special education team for staying on top of the constantly changing rules.

Acknowledgment of Shared Leadership: The board praised the positive and inclusive tone set by the leadership, noting that this shared leadership model is essential for the school's success.

Overall Gratitude: The board expressed a sense of being "blessed" to have the school, its staff, and the families and students it serves, emphasizing that the model "works" and that everyone's efforts are making a positive difference.

B. CEO Comments

Heidi's comments were a heartfelt expression of gratitude to her entire team, particularly the administrative staff. She highlighted that all their collective hard work, from benefits administration and fiscal management to legislative compliance, ultimately serves the students. She emphasized her pride in the administrative team's behind-the-scenes efforts and how their work directly contributes to major milestones, such as student

graduation. Heidi concluded by thanking the board for their support, reiterating her belief that she works with an "incredible team" that always keeps its "eye on the prize"—student success.

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 1:41 下午.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION
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Excel Academy Charter School.

Coversheet

Minutes of the Regular Board Meeting held on June 18, 2025

Section:	IV. Approve Minutes
Item:	B. Minutes of the Regular Board Meeting held on June 18, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 18, 2025

DRAFT



Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time

星期三 六月 18, 2025 at 9:55 上午

Location

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

1185 Calle Dulce, Chula Vista, CA 91910
1545 Apache Drive, Chula Vista, CA 91910
~~1420 E. Palomar St, Chula Vista 91913~~ (*Teleconference location will not be utilized.*)
16222 Quail Rock Road, Ramona, CA 92065
39251 Camino Las Hoyas, Indio, CA 92203

Zoom Meeting Information:

Dial In: 1-669-444-9171

Meeting ID: 864 0979 1619

URL: <https://us06web.zoom.us/j/86409791619>

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Directors Present

L. Alvarado (remote), M. Humphrey (remote), S. Fraire (remote), S. Houle (remote), W. Hall (remote)

Directors Absent

None

Guests Present

L. Hansen (remote)

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 Wednesday Jun 18, 2025 at 9:55 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

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

Roll Call

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

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

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:05 上午.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION

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Excel Academy Charter School.

Coversheet

Consent - Policy Development

Section: IX. Consent
Item: A. Consent - Policy Development
Purpose: Vote

Submitted by:

Related Material:

EACS - 6010 Independent Study Policy (5).pdf

REDLINE EACS - 6010 Independent Study Policy (1).pdf

EACS - 6116 Discipline & Involuntary Withdrawal Policy.pdf

REDLINE EACS - 6116 Discipline and Involuntary Withdrawal Policy (1).pdf

BACKGROUND:

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

6000 Series - Instruction

6010 - EA Independent Study Policy

- Changes include indicating the 25 school days marker as the maximum length of time between learning periods for students to complete their assigned work.

6116 - EA Discipline and Involuntary Withdrawal Policy

- Updated verbiage to clarify that AIM meetings are to determine the appropriate educational setting for the student vs best interest of the student.
- Updated the third PIN process to say "previous PINs" vs delineating first or second
- Changed the protocol to conduct an internal evaluation from three incomplete assignments in a year to when a student receives a PIN 3
- Updated incorrect school terminology
- Changed references of Executive Director to Superintendent
- Added Enrollment Rights for Involuntary Withdrawn Students

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

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

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

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be a maximum of twenty (25) school days.
2. An evaluation shall be completed to determine whether it is in the best interest of the student to remain in the independent study under the following circumstances:
 - a. In the event that a student misses three (3) assignments during any learning period, up to a maximum of twenty (25) school days.
 - b. In the event the students educational progress falls below satisfactory levels as determined by the Charter School Satisfactory Educational Progress Policy and procedure which considers All of the following indicators:
 - i. The pupils' achievement and engagement in the independent study program, as indicated by the pupils' performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts as determined by the supervising teacher.
 - iv. Progress toward successful completion of the course of study or the individual course, as determined by the supervising teacher.

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

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

school, the record shall be forwarded to the school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation requirements.

- a. For college-bound students, all 15 required courses as determined by the UC or CSU as creditable under the A-G admissions criteria are accessible.
- b. For diploma-bound students, all core courses meet graduation requirements and remain A-G accessible
- c. For Certificate of Completion and the Alternative Diploma, all students have access to A-G approved courses when requested.

4. The Charter School has adopted tiered reengagement strategies for the following:

- a. Pupils not generating attendance for more than 10 percent of required minimum instructional time over the learning period block of a local educational agency's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span;
- c. Pupils who are in violation of the written agreement pursuant to Education Code 51747(g).

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

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians lack of participation within one school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

5. The following plan shall be in place in accordance with Education Code Section 51747 (e) to provide opportunities for both synchronous interaction and live interaction:

- a. Pupils in all grades Tk-12 will have access to their teacher or teachers of record (as designated by Education Code Section 51747.5) for synchronous instruction opportunities as outlined in Education Code Section 51747(e) between the pupil and a Charter School employee or employees for the purpose of maintaining school connectedness. This interaction may take place in person, or in the form of internet or telephonic communication. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5 or the certificated employee of the local educational agency providing instruction for course-based independent study. Evidence of student participation in synchronous instruction may include, but is not limited to, pupil work produced or performed during that time, or documentation that the pupil participated either visually or verbally.
- b. For pupils in Transitional Kindergarten through grade 3, inclusive, opportunities for daily synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.
- c. For pupils in grades 4 to 8, inclusive, opportunities for both daily live interaction (by a Charter School employee) and at least weekly synchronous instruction (by their teacher or teachers of record) will be provided for all pupils throughout the school year.
- d. For pupils in grades 9-12, inclusive, opportunities for at least weekly synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.

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

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

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

- b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. The student will always be eligible to return to his/her school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.
- i. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

- j. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. or a pupil participating in an independent study program that is scheduled for fewer than 16 school days, each written agreement shall be signed of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- k. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

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

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

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

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

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

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be **a maximum of** twenty (25) school days.
2. An evaluation shall be completed to determine whether it is in the best interest of the student to remain in the independent study under the following circumstances:
 - a. In the event that a student misses three (3) assignments during any **learning** period, **up to a maximum of** twenty (25) school days.
 - b. In the event the students educational progress falls below satisfactory levels as determined by the Charter School Satisfactory Educational Progress Policy and procedure which considers All of the following indicators:
 - i. The pupils' achievement and engagement in the independent study program, as indicated by the pupils' performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts as determined by the supervising teacher.
 - iv. Progress toward successful completion of the course of study or the individual course, as determined by the supervising teacher.

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

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

school, the record shall be forwarded to the school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation requirements.

- a. For college-bound students, all 15 required courses as determined by the UC or CSU as creditable under the A-G admissions criteria are accessible.
- b. For diploma-bound students, all core courses meet graduation requirements and remain A-G accessible
- c. For Certificate of Completion and the Alternative Diploma, all students have access to A-G approved courses when requested.

4. The Charter School has adopted tiered reengagement strategies for the following:

- a. Pupils not generating attendance for more than 10 percent of required minimum instructional time over the learning period block of a local educational agency's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span;
- c. Pupils who are in violation of the written agreement pursuant to Education Code 51747(g).

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

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians lack of participation within one school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

5. The following plan shall be in place in accordance with Education Code Section 51747 (e) to provide opportunities for both synchronous interaction and live interaction:

- a. Pupils in all grades Tk-12 will have access to their teacher or teachers of record (as designated by Education Code Section 51747.5) for synchronous instruction opportunities as outlined in Education Code Section 51747(e) between the pupil and a Charter School employee or employees for the purpose of maintaining school connectedness. This interaction may take place in person, or in the form of internet or telephonic communication. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5 or the certificated employee of the local educational agency providing instruction for course-based independent study. Evidence of student participation in synchronous instruction may include, but is not limited to, pupil work produced or performed during that time, or documentation that the pupil participated either visually or verbally.
- b. For pupils in Transitional Kindergarten through grade 3, inclusive, opportunities for daily synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.
- c. For pupils in grades 4 to 8, inclusive, opportunities for both daily live interaction (by a Charter School employee) and at least weekly synchronous instruction (by their teacher or teachers of record) will be provided for all pupils throughout the school year.
- d. For pupils in grades 9-12, inclusive, opportunities for at least weekly synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.

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

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

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

INSTRUCTION**6010-EA**

INDEPENDENT STUDY POLICY

- b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. The student will always be eligible to return to his/her school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.
- i. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

INSTRUCTION**6010-EA****INDEPENDENT STUDY POLICY**

- j. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. or a pupil participating in an independent study program that is scheduled for fewer than 16 school days, each written agreement shall be signed of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- k. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

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

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

DISCIPLINE AND INVOLUNTARY WITHDRAWAL POLICY

Excel Academy Charter School (“EACS” or the “Charter School”) has procedures in place to address violation(s) of school policies and student discipline when it comes to academic progress and behavior issues. These processes are categorized as a Progress Improvement Notification (PIN) or a Behavior Improvement Plan (BIP) and detail how Excel Academy addresses a variety of respective infractions.

Progress Improvement Notification Policy

First PIN

EACS will send a PIN letter to the parent/guardian or student eighteen or older, informing the family that the student/parent has failed to meet the minimum standards of independent study and/or the governing Board policies. The PIN will include the reason for the notification, so the parent/guardian and student know that they are not fulfilling their responsibilities with the school. Possible reasons for the first PIN include:

1. Failure to meet responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (“AOR”), or Independent Study Policy;
2. One or more missed assignments;
3. Missing a scheduled meeting, such as a Learning Period meeting, meeting with the Teacher of Record (“TOR”), and/or conference with the TOR or school administrators;
4. Failing to communicate with the TOR or other school personnel;
5. Failing to meet adequate academic progress;
6. Failure to provide adequate work samples;
7. Failure to sign required documents;
8. Failure to attend three or more agreed to services, including special education, related services, or supports listed in a student’s Individual Education Program (“IEP”) or Section 504 plan;
9. Failure to attend statewide, Charter School, Section 504, or special education assessments.

The PIN shall state the reason(s) for the notification and any actions that must be taken to avoid a second PIN. If the reason for the PIN is because the student did not attend a scheduled assessment session, including statewide, Charter School, or special education assessments, the student must attend the next scheduled school assessment session.

If the reason is a missed assignment, per the credentialed TOR or special education teacher, the student must complete the assignment within the designated time frame. Verification of

completion of the identified assignment is required to ensure the student is making satisfactory progress and meeting their goals.

If the reason for the notification is that the parent/guardian or student did not attend a Learning Period meeting, a follow-up Learning Period meeting must occur within five school days.

If the reason for the PIN is because the student did not attend 3 or more special education and/or related services, the student must attend the next 3 consecutive special education and/or related services.

Second PIN - Attendance Improvement Meeting (“AIM”)

EACS will send a PIN 2, if a parent or student fails to take the actions required by the first PIN or for a second time within the same school year fails to meet the minimum standards of independent study and/or the governing Board policies. The PIN 2 will include the reason(s) for the notification, so the parent/guardian and student know they are not fulfilling their responsibilities with the school. A PIN 2 can be issued for a second offense of any of the following:

1. Failure to meet responsibilities outlined in the Master Agreement, AOR, or Independent Study Policy;
2. One or more missed assignments;
3. Missing a scheduled meeting, such as a Learning Period meeting, meeting with the TOR, and/or conference with the TOR or school administrators;
4. Failing to communicate with the TOR or other school personnel;
5. Failing to meet adequate academic progress;
6. Failure to provide adequate work samples;
7. Failure to sign required documents;
8. Failure to attend three or more agreed to services, including special education, related services, or supports listed in a student’s IEP or Section 504 plan;
9. Failure to attend statewide, Charter School, Section 504, or special education assessments.

In conjunction with PIN 2, in an effort to determine if independent study is the appropriate educational setting for the student, an AIM (Attendance Intervention Meeting) will be held with the school’s educational team within five school days. The purpose of the AIM will be to review the student’s written agreement, and reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the evaluation for satisfactory progress as defined by the Board policy. If the parent/guardian or student eighteen or older elects to stay

enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and support. If the parent/guardian or student eighteen or older does not attend the scheduled AIM, the meeting will be held with the teacher and school designee, and a third PIN may be issued for failure to attend the required AIM meeting.

The PIN 2 shall state the reasons for the notification, the reasons for the PIN, and any actions that must be taken to avoid a third PIN. If the reason for the PIN 2 is because the student did not attend a required school assessment session, including statewide, Charter School, or special education assessments, the student must attend the next scheduled school assessment session.

If the reason is a missed assignment, per the credentialed Teacher of Record or Special education teacher/Case Manager, the student must complete the assignment within the designated time frame. Verification of completion of the identified assignment is required to ensure the student is making satisfactory progress and meeting their goals.

If the reason for the notification is that the parent/guardian or student did not attend a Learning Period meeting, a follow-up Learning Period meeting must occur within five school days.

If the reason for the PIN is because the student did not attend 3 or more special education and/or related services, the student must attend the next 3 special education and/or related services.

If the student has an IEP or a Section 504 plan, the special education department will be notified. EACS may convene an IEP or Section 504 meeting, respectively, within a reasonable amount of time to discuss whether the reason for the PIN 2 is related to the student's disability. During the meeting, the IEP or Section 504 team can also determine whether additional assessment is needed and/or whether the IEP or Section 504 Plan should be amended.

Third PIN - Internal Evaluation and Possible Recommendation for Involuntary Withdrawal

EACS will send a PIN 3 if a parent or student fails to take the actions required by previous PINS within the same school year and fails to meet the minimum standards of independent study and/or the governing Board policies. The PIN 3 will include the reason for the notification, the reasons for any prior PINs, and any actions that must be taken, so the parent/guardian and student know that they are not fulfilling their responsibilities with the school. A PIN 3 can be issued for a third offense of any of the following:

1. Failure to meet responsibilities outlined in the Master Agreement, AOR, or Independent Study Policy;

2. One or more missed assignments;
3. Missing a scheduled meeting, such as a Learning Period meeting, meeting with the TOR, and/or conference with the TOR or school administrators;
4. Failing to communicate with the TOR or other school personnel;
5. Failing to meet adequate academic progress;
6. Failure to provide adequate work samples;
7. Failure to sign required documents;
8. Failure to attend three or more agreed to services, including special education, related services, or supports listed in a student's IEP or Section 504 plan;
9. Failure to attend statewide, Charter School, Section 504, or special education assessments.

When any student receives a PIN 3, the Principal or designee may conduct an internal evaluation to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the Involuntary Withdrawal Policy outlined below.

If the recommendation is for involuntary withdrawal and the student has an IEP or a Section 504 plan, the special education department will be notified. EACS may convene an IEP or Section 504 meeting, respectively, within a reasonable amount of time to discuss whether the reason for the involuntary withdrawal is related to the student's disability. If the IEP or Section 504 team determines the reasons for the recommendation for the involuntary withdrawal are related to the student's disability, the IEP or Section 504 team will also determine whether additional assessment is needed and/or whether the IEP or Section 504 Plan should be amended.

EACS will follow all applicable state and federal laws for both the evaluation and IEP/Section 504 meetings. If needed to accommodate an assessment process, IEP, or Section 504 meeting, the involuntary withdrawal process may be paused pending the outcome of an evaluation and subsequent meeting.

Involuntary Withdrawal Policy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, when a student receives a third PIN, an internal evaluation may be held by the Principal or designee 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, EACS may begin the involuntary withdrawal process.

As used herein, "involuntarily withdrawn" includes disenrolled, removed, dismissed, transferred,

or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as outlined in the charter petition.

Withdrawal Procedures

No student shall be involuntarily withdrawn by the Charter School for any reason unless the parent/guardian or student eighteen or older has been provided written notice of intent to withdraw the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. 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 student, the student's parent/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 basis for which the student is being involuntarily withdrawn and the right to request a hearing to challenge the involuntary removal.

If no hearing is requested, the student will be withdrawn five school days from the date of the notice, which is consistent with this policy and California law.

If the student's parent or guardian, the student if eighteen or older, 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 requests a hearing before the date of the involuntary withdrawal, the student shall remain enrolled and shall not be withdrawn until the Charter School issues a final decision.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The written notice will include:

- The date, time, and address of the involuntary withdrawal hearing;
- That the hearing shall be adjudicated by a neutral hearing officer, who is neither a current teacher of the student nor the administrator recommending the involuntary withdrawal;
- That an EACS representative will be present at the hearing to present testimony, evidence, and/or witnesses to support the recommendation for involuntary withdrawal;
- That the parent, guardian, educational rights holder, or student may present testimony, evidence, and/or witnesses;

- That the parent, guardian, educational rights holder, or student eighteen or older has the right to bring legal counsel or an advocate;
- That the parent, guardian, educational rights holder, or student eighteen or older must notify EACS if they will have such representation so that EACS can determine if it will also be represented;
- That the parent, guardian, or educational rights holder and the student or only the student if he/she is over eighteen, must be present at the hearing.

On the date of the hearing, if the parent, guardian, educational rights holder and the student are not present, the hearing shall be canceled, and the student shall be considered involuntarily withdrawn as of that date.

After EACS and the student have had a fair opportunity to present their cases, the neutral hearing officer shall make a decision.

Written Notice of the Hearing Decision

The Superintendent or designee shall send written notice , including findings of fact and the final decision, to the student and student's parent/guardian. If the decision is to involuntarily withdraw the student, they will be considered withdrawn as of the date of the written notice of the hearing decision, and EACS shall notify the student's district of residence. If the student is not involuntarily withdrawn, he/she shall remain enrolled at EACS. Nothing in the decision will prevent EACS from making a similar recommendation in the future, consistent with this policy.

Enrollment Rights for Involuntarily Withdrawn Student

Students who have been involuntarily withdrawn from EACS or any other independent study program or charter school shall not be denied enrollment at (EACS) Upon enrollment, an individualized action plan will be developed in collaboration with the general education team, the student, and the student's family. The student's progress will be monitored on a daily or weekly basis to ensure adherence to the minimum requirements of independent study and full compliance with all applicable policies established by the EACS Governing Board. The student may be involuntarily withdrawn through an expedited process immediately after 3 missing assignments per Board Policy.

Student Discipline and Behavior Improvement Plan ("BIP")

Student behavior violations that may result in suspension or immediate expulsion are included in Element 10 of the school's charter petition. In addition, EACS will issue a BIP for a student if

they violate EACS's behavioral standards, such as dishonesty, cheating, disruption, and inappropriate language. The consequence of violating these behavioral standards as outlined in the BIP may lead to a suspension from EACS, consistent with Element 10 of the charter petition.

For students who commit violations such as dishonesty, cheating, disruption, and inappropriate language, a BIP will be issued with consequences individually designed to help restore the individual student back into good standing with the school. These include but are not limited to a family meeting with the TOR and an administrator, reflecting on the violation, creating a plan of action for redirecting future behavior, writing a letter of apology, rewriting an assignment in question, removal from extra-curricular and/or co-curricular opportunities, removal from the National Honor Society, and/or an in-school suspension.

For students who commit plagiarism, the first offense will result in a zero on the assignment until the behavior is corrected. For the second offense, the student will be removed from the class and will receive an F in the course. If a student earns an F in a course that is required for graduation, then they will be required to repeat this course for credit. Any subsequent offenses will be dealt with on a case-by-case manner.

When Element 10 is violated, it may be necessary to suspend or expel a student from regular instruction. Element 10 and this policy shall serve as EACS's policy and procedures for student suspension and expulsion, including complying with all laws and procedures applicable to special education students. This policy and Element 10 may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. EACS staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

DISCIPLINE AND INVOLUNTARY WITHDRAWAL POLICY

Excel Academy Charter School (“EACS” or the “Charter School”) has procedures in place to address violation(s) of school policies and student discipline when it comes to academic progress and behavior issues. These processes are categorized as a Progress Improvement Notification (PIN) or a Behavior Improvement Plan (BIP) and detail how Excel Academy addresses a variety of respective infractions.

Progress Improvement Notification Policy

First PIN

EACS will send a PIN letter to the parent/guardian or student eighteen or older, informing the family that the student/parent has failed to meet the minimum standards of independent study and/or the governing Board policies. The PIN will include the reason for the notification, so the parent/guardian and student know that they are not fulfilling their responsibilities with the school. Possible reasons for the first PIN include:

1. Failure to meet responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (“AOR”), or Independent Study Policy;
2. One or more missed assignments;
3. Missing a scheduled meeting, such as a Learning Period meeting, meeting with the Teacher of Record (“TOR”), and/or conference with the TOR or school administrators;
4. Failing to communicate with the TOR or other school personnel;
5. Failing to meet adequate academic progress;
6. Failure to provide adequate work samples;
7. Failure to sign required documents;
8. Failure to attend three or more agreed to services, including special education, related services, or supports listed in a student’s Individual Education Program (“IEP”) or Section 504 plan;
9. Failure to attend statewide, Charter School, Section 504, or special education assessments.

The PIN shall state the reason(s) for the notification and any actions that must be taken to avoid a second PIN. If the reason for the PIN is because the student did not attend a scheduled assessment session, including statewide, Charter School, or special education assessments, the student must attend the next scheduled school assessment session.

If the reason is a missed assignment, per the credentialed TOR or special education teacher, the student must complete the assignment within the designated time frame. Verification of

completion of the identified assignment is required to ensure the student is making satisfactory progress and meeting their goals.

If the reason for the notification is that the parent/guardian or student did not attend a Learning Period meeting, a follow-up Learning Period meeting must occur within five school days.

If the reason for the PIN is because the student did not attend 3 or more special education and/or related services, the student must attend the next 3 consecutive special education and/or related services.

Second PIN - Attendance Improvement Meeting (“AIM”)

EACS will send a PIN 2, if a parent or student fails to take the actions required by the first PIN or for a second time within the same school year fails to meet the minimum standards of independent study and/or the governing Board policies. The PIN 2 will include the reason(s) for the notification, so the parent/guardian and student know they are not fulfilling their responsibilities with the school. A PIN 2 can be issued for a second offense of any of the following:

1. Failure to meet responsibilities outlined in the Master Agreement, AOR, or Independent Study Policy;
2. One or more missed assignments;
3. Missing a scheduled meeting, such as a Learning Period meeting, meeting with the TOR, and/or conference with the TOR or school administrators;
4. Failing to communicate with the TOR or other school personnel;
5. Failing to meet adequate academic progress;
6. Failure to provide adequate work samples;
7. Failure to sign required documents;
8. Failure to attend three or more agreed to services, including special education, related services, or supports listed in a student’s IEP or Section 504 plan;
9. Failure to attend statewide, Charter School, Section 504, or special education assessments.

In conjunction with PIN 2, in an effort to determine ~~if that~~ independent study is ~~the appropriate educational setting for the student in the best interest of the student~~, an AIM (Attendance Intervention Meeting) will be held with the school’s educational team within five school days.

The purpose of the AIM will be to review the student’s written agreement, and reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the evaluation for satisfactory progress as defined by the Board policy. If the parent/guardian or

student eighteen or older elects to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and support. If the parent/guardian or student eighteen or older does not attend the scheduled AIM, the meeting will be held with the teacher and school designee, and a third PIN may be issued for failure to attend the required AIM meeting.

The PIN 2 shall state the reasons for the notification, the reasons for the PIN, and any actions that must be taken to avoid a third PIN. If the reason for the PIN 2 is because the student did not attend a required school assessment session, including statewide, Charter School, or special education assessments, the student must attend the next scheduled school assessment session.

If the reason is a missed assignment, per the credentialed Teacher of Record or Special education teacher/Case Manager, the student must complete the assignment within the designated time frame. Verification of completion of the identified assignment is required to ensure the student is making satisfactory progress and meeting their goals.

If the reason for the notification is that the parent/guardian or student did not attend a Learning Period meeting, a follow-up Learning Period meeting must occur within five school days.

If the reason for the PIN is because the student did not attend 3 or more special education and/or related services, the student must attend the next 3 special education and/or related services.

If the student has an IEP or a Section 504 plan, the special education department will be notified. EACS may convene an IEP or Section 504 meeting, respectively, within a reasonable amount of time to discuss whether the reason for the PIN 2 is related to the student's disability. During the meeting, the IEP or Section 504 team can also determine whether additional assessment is needed and/or whether the IEP or Section 504 Plan should be amended.

Third PIN - Internal Evaluation and Possible Recommendation for Involuntary Withdrawal

EACS will send a PIN 3 if a parent or student fails to take the actions **required by previous PINS** ~~the first PIN or for a second time~~ within the same school year **and** fails to meet the minimum standards of independent study and/or the governing Board policies. The PIN 3 will include the reason for the notification, the reasons for any prior PINs, and any actions that must be taken, so the parent/guardian and student know that they are not fulfilling their responsibilities with the school. A PIN 3 can be issued for a third offense of any of the following:

1. Failure to meet responsibilities outlined in the Master Agreement, AOR, or Independent Study Policy;

2. One or more missed assignments;
3. Missing a scheduled meeting, such as a Learning Period meeting, meeting with the TOR, and/or conference with the TOR or school administrators;
4. Failing to communicate with the TOR or other school personnel;
5. Failing to meet adequate academic progress;
6. Failure to provide adequate work samples;
7. Failure to sign required documents;
8. Failure to attend three or more agreed to services, including special education, related services, or supports listed in a student's IEP or Section 504 plan;
9. Failure to attend statewide, Charter School, Section 504, or special education assessments.

When any student ~~fails to complete three (3) identified assignments in a learning period or up to a maximum of 25 school days school year or~~ receives a PIN 3, the Principal or designee ~~may shall~~ conduct an internal evaluation to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the Involuntary Withdrawal Policy outlined below.

If the recommendation is for involuntary withdrawal and the student has an IEP or a Section 504 plan, the special education department will be notified. EACS may convene an IEP or Section 504 meeting, respectively, within a reasonable amount of time to discuss whether the reason for the involuntary withdrawal is related to the student's disability. If the IEP or Section 504 team determines the reasons for the recommendation for the involuntary withdrawal are related to the student's disability, the IEP or Section 504 team will also determine whether additional assessment is needed and/or whether the IEP or Section 504 Plan should be amended.

EACS will follow all applicable state and federal laws for both the evaluation and IEP/Section 504 meetings. If needed to accommodate an assessment process, IEP, or Section 504 meeting, the involuntary withdrawal process may be paused pending the outcome of an evaluation and subsequent meeting.

Involuntary Withdrawal Policy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, when a student receives a third PIN, an internal evaluation ~~may be is~~ held by the Principal or designee 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, EACS may begin the involuntary withdrawal process.

As used herein, "involuntarily withdrawn" includes disenrolled, removed, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as outlined in the charter petition.

Withdrawal Procedures

No student shall be involuntarily withdrawn by the Charter School for any reason unless the parent/guardian or student eighteen or older has been provided written notice of intent to withdraw the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. 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 student, the student's parent/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 basis for which the student is being involuntarily withdrawn and the right to request a hearing to challenge the involuntary removal.

If no hearing is requested, the student will be withdrawn five school days from the date of the notice, which is consistent with this policy and California law.

If the student's parent or guardian, the student if eighteen or older, 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 requests a hearing before the date of the involuntary withdrawal, the student shall remain enrolled and shall not be withdrawn until the Charter School issues a final decision.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The written notice will include:

- The date, time, and address of the involuntary withdrawal hearing;
- That the hearing shall be adjudicated by a neutral hearing officer, who is neither a current teacher of the student nor the administrator recommending the involuntary withdrawal;

- That an EACS representative will be present at the hearing to present testimony, evidence, and/or witnesses to support the recommendation for involuntary withdrawal;
- That the parent, guardian, educational rights holder, or student may present testimony, evidence, and/or witnesses;
- That the parent, guardian, educational rights holder, or student eighteen or older has the right to bring legal counsel or an advocate;
- That the parent, guardian, educational rights holder, or student eighteen or older must notify ~~SOCS-EACS~~ if they will have such representation so that ~~SOCS-EACS~~ can determine if it will also be represented;
- That the parent, guardian, or educational rights holder and the student or only the student if he/she is over eighteen, must be present at the hearing.

On the date of the hearing, if the parent, guardian, educational rights holder and the student are not present, the hearing shall be canceled, and the student shall be considered involuntarily withdrawn as of that date.

After EACS and the student have had a fair opportunity to present their cases, the neutral hearing officer shall make a decision.

Written Notice of the Hearing Decision

The ~~Superintendent Executive Director~~ or designee shall send written notice , including findings of fact and the final decision, to the student and student's parent/guardian. If the decision is to involuntarily withdraw the student, they will be considered withdrawn as of the date of the written notice of the hearing decision, and EACS shall notify the student's district of residence. If the student is not involuntarily withdrawn, he/she shall remain enrolled at EACS. Nothing in the decision will prevent EACS from making a similar recommendation in the future, consistent with this policy.

Enrollment Rights for Involuntarily Withdrawn Student

Students who have been involuntarily withdrawn from EACS or any other independent study program or charter school shall not be denied enrollment at (EACS). Upon enrollment, an individualized action plan will be developed in collaboration with the general education team, the student, and the student's family. The student's progress will be monitored ~~on a daily or weekly basis~~ to ensure adherence to the minimum requirements of independent study and full compliance with all applicable policies established by the EACS Governing Board. The student may be involuntarily withdrawn through an expedited process immediately after 3 missing assignments per Board Policy.

Student Discipline and Behavior Improvement Plan (“BIP”)

Student behavior violations that may result in suspension or immediate expulsion are included in Element 10 of the school’s charter petition. In addition, EACS will issue a BIP for a student if they violate EACS’s behavioral standards, such as dishonesty, cheating, disruption, and inappropriate language. The consequence of violating these behavioral standards as outlined in the BIP may lead to a suspension from EACS, consistent with Element 10 of the charter petition.

For students who commit violations such as dishonesty, cheating, disruption, and inappropriate language, a BIP will be issued with consequences individually designed to help restore the individual student back into good standing with the school. These include but are not limited to a family meeting with the TOR and an administrator, reflecting on the violation, creating a plan of action for redirecting future behavior, writing a letter of apology, rewriting an assignment in question, removal from extra-curricular and/or co-curricular opportunities, removal from the National Honor Society, and/or an in-school suspension.

For students who commit plagiarism, the first offense will result in a zero on the assignment until the behavior is corrected. For the second offense, the student will be removed from the class and will receive an F in the course. If a student earns an F in a course that is required for graduation, then they will be required to repeat this course for credit. Any subsequent offenses will be dealt with on a case-by-case manner.

When Element 10 is violated, it may be necessary to suspend or expel a student from regular instruction. Element 10 and this policy shall serve as EACS's policy and procedures for student suspension and expulsion, including complying with all laws and procedures applicable to special education students. This policy and Element 10 may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. EACS staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Coversheet

Ratification of Additional Licenses for FlexPoint Education Cloud

Section:	X. Education/Student Services
Item:	A. Ratification of Additional Licenses for FlexPoint Education Cloud
Purpose:	Vote
Submitted by:	
Related Material:	VP FlexPoint 25-26 Quote.pdf ETL FlexPoint 25-26 Quote.pdf

BACKGROUND:

FlexPoint is a digital curriculum used by the K-8 Virtual Pathway teachers. For the 24-25 school year, teachers in 5th-8th grade piloted a different digital curriculum called Bright Thinker, which proved to not work as well. These FlexPoint licenses will impact teachers and students in grades 5-8.

Excel's Spanish Excel Teacher Lead class will be using FlexPoint curriculum this year for student learning. This would be an additional cost of \$95.95 per course, paid with students' instructional funds. This would impact the Spanish ETL Teacher and 75 students enrolled in Spanish 1, 2 and 3 ETL courses.

**QUOTE****This is not an invoice**

Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, Florida 32819

Remit To:
Florida Virtual School
P.O. Box 737413
Dallas, TX 75373-7413

Prepared by:
Shannon Murphy
mmurphy@flexpointeducation.com
(407) 212-1866

Prepared for:
Ameneh Zahedi
azahedi@excelacademy.education
(949) 387-7822

Created Date: 05/23/2025
Expiration Date: 06/30/2025
Quote Number: Q-02166

Customer Information:
Excel Academy (CA)
1 Technology Drive Suite i-811
Irvine, California 92618

Product	Quantity	Catalog	Unit Price	Total Price	Line Description
FlexPoint Hosted Per Student License	300	Grades 6-12; Grades K-5; Credit Recovery	\$192.95	\$57,885.00	

Grand Total	\$57,885.00
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Please make Purchase Order out to Florida Virtual School and send to info@flexpointeducation.com.

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Payment/Pricing Information

Pricing is exclusive of any applicable sales, use or other similar taxes or duties.

Please make Purchase Order out to Florida Virtual School and send to info@flexpointeducation.com. If paying via another method, please contact your FlexPoint representative for an invoice.

Customer is deemed to have accepted this quote and the Terms and Conditions for Use of Florida Virtual School Licensed Product(s) upon Florida Virtual School's receipt and acceptance of Customer's Purchase Order and/or payment.

License Terms

Type of License:

- **Per Student:** Under the Student license, a student is defined as a unique user ID enrolled in an active status in one or more courses for 14 days or that has completed at least 15% of a course, whichever occurs first. If a student is no longer actively enrolled in FlexPoint courses before the renewable term expires, the license cannot be re-used to provide access to another student.

Terms and Restrictions:

- Course materials are NOT included. Please see *Exhibit: External Course Materials* for a list of applicable materials.
- Instruction provided by customer.
- eTeacher's Guides are included. (*Guides may not be available for all courses)
- Customer may supplement or hide lessons but may not edit lesson content.
- **Overages ("Additional Usage"):** Customer is financially responsible for overages. An overage is any enrollment used in excess of the number purchased at the beginning of or during the term of the license. System-based enrollment caps are not available. FlexPoint will audit customer's account for overages and invoice customer for Additional Usage.
- **Digital Library:** The Digital Library functionality may not be used with third-party course content including but not limited to Mawi Learning courses. Use of the Digital Library with FlexPoint course content or third-party course content may result in unexpected overage fees. Combination of two or more FlexPoint courses or FlexPoint-provided course content is not allowed in a per enrollment license. Please contact your FlexPoint representative for more information about possible course customization fees and a list of third-party courses before using the Digital Library.
- Integration with an SIS and/or other software service may result in additional fees. Please contact your FlexPoint representative for details.
- Some courses may not be available in this model. Please contact your FlexPoint representative for details.
- Support for the licensed courses is included with annual license fees.
- Customers with a current annual license may be eligible to receive new course versions. Please contact your FlexPoint representative for details.

Length of Term:

- Licensed Product(s) are an annual renewable license. Customer will have access to utilize the licensed courseware for 12 months from the date access is granted.

Buzz LMS Per Enrollment Terms

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Terms and Restrictions:

- Administrative access includes the ability for customer to use or create Customer Created Courses. A "Customer Created Course" is any course not provided to customer by FlexPoint through its FlexPoint Hosted license catalog and/or a course that does not contain any FlexPoint course content. FlexPoint content may not be added to a customer-created course shell.
- Enrollments for use in Customer Created Courses may be purchased at \$15 per enrollment. Customer is financially responsible for Customer Created Course overages. An "enrollment" is defined as a student who is enrolled and active in a single course for 14 days or has completed at least 15% of the course, whichever occurs first.

Length of Term:

- Any enrollments in Customer Created Courses are to be renewed and paid annually at the same time as the customer's FlexPoint Hosted Enterprise License renewal. Customer will have access to the Buzz LMS to utilize these enrollments for 12 months from the date access is granted to the customer's FlexPoint Hosted Enterprise License.

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Remit To:
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 P.O. Box 737413
 Dallas, TX 75373-7413

Prepared by:
 Shannon Murphy
 mmurphy@flexpointeducation.com
 (407) 212-1866

Prepared for:
 Ameneh Zahedi
 azahedi@excelacademy.education
 (949) 387-7822

Created Date: 06/12/2025
Expiration Date: 06/30/2025
Quote Number: Q-02329

Customer Information:
 Excel Academy (CA)
 1 Technology Drive Suite i-811
 Irvine, California 92618

Product	Quantity	Catalog	Unit Price	Total Price	Line Description
FlexPoint Hosted Per Enrollment License	75	Grades 6-12; Grades K-5	\$95.95	\$7,196.25	
FlexPoint Hosted State Content - California	1		\$0.00	\$0.00	

Grand Total	\$7,196.25
--------------------	-------------------

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License Terms

Type of License:

- **Per Enrollment:** Under the Per Enrollment License an "enrollment" is defined as a student who has been enrolled in a single course for 14 days or has completed at least 15% of the course, whichever occurs first. Example: A student who is enrolled in 3 courses would be considered 3 enrollments.

Terms and Restrictions:

- Course materials are NOT included. Please see *Exhibit: External Course Materials* for a list of applicable materials.
- Instruction provided by customer.
- eTeacher's Guides are included. (*Guides may not be available for all courses)
- Customer may supplement or hide lessons but may not edit lesson content.
- **Overages ("Additional Usage"):** Customer is financially responsible for overages. An overage is any enrollment used in excess of the number purchased at the beginning of or during the term of the license. System-based enrollment caps are not available. FlexPoint will audit customer's account for overages and invoice customer for Additional Usage.
- **Digital Library:** The Digital Library functionality may not be used with third-party course content including but not limited to Mawi Learning courses. Use of the Digital Library with FlexPoint course content or third-party course content may result in unexpected overage fees. Combination of two or more FlexPoint courses or FlexPoint-provided course content is not allowed in a per enrollment license. Please contact your FlexPoint representative for more information about possible course customization fees and a list of third-party courses before using the Digital Library.
- Integration with an SIS and/or other software service may result in additional fees. Please contact your FlexPoint representative for details.
- Some courses may not be available in this model. Please contact your FlexPoint representative for details.
- Support for the licensed courses is included with annual license fees.
- Customers with a current annual license may be eligible to receive new course versions. Please contact your FlexPoint representative for details.

Length of Term:

- Licensed Product(s) are an annual renewable license. Customer will have access to utilize the licensed courseware for 12 months from the date access is granted.

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- Enrollments for use in Customer Created Courses may be purchased at \$15 per enrollment. Customer is financially responsible for Customer Created Course overages. An "enrollment" is defined as a student who is enrolled and active in a single course for 14 days or has completed at least 15% of the course, whichever occurs first.

Length of Term:

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Exhibit: External Course Materials

Course Name	Vendor	Material Name	Purchase Information	Pricing Information	Required or Optional
AP Biology v20	Pearson- SAVVAS Learning	Campbell Biology in Focus	Campbell Biology In Focus 3rd Edition AP Edition for Advanced Placement Author(s): Urry, Lisa Cain, Michael Wasserman, Steven Minorsky, Peter Textbook ISBN-13: 9780135214763 Available in the Community Materials Storefront	\$51.50 per e-text code/student	Required
AP Calculus AB v20	Study Forge	Study Forge	Available in the Community Materials Storefront	\$20.60 per student enrollment for a one-year license.	Required
AP Calculus BC v20	Study Forge	StudyForge	Available in the Community Materials Storefront	\$20.60 per student enrollment for a one-year license.	Required
AP Computer Science A v20	IMACS	IMACS Java Programming	Information is available in the Community Storefront to purchase directly from the publisher.	\$50 setup fee; \$20.55 per student (10 student minimum)	Required
AP Computer Science A v20	IMACS	IMACS Be Prepared for APCS Exam in Java	Information is available in the Community Storefront to purchase directly from the publisher.	Less than 5 students/\$24.95 per student More than 5 students/\$19.95 per student \$14.95 per student if purchased with web-based	Optional

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Exhibit: External Course Materials

Course Name	Vendor	Material Name	Purchase Information	Pricing Information	Required or Optional
				textbook (minimum 10 students)	
AP Physics I v23	Savass	College Physics: A Strategic Approach	Available in the Community Materials Storefront	\$51.50 per e-text code/student	Required
AP Psychology v20	Bedford, Freeman, Worth	Myers' Psychology for AP Course	Myers, David G. and Nathan DeWall. Myers' Psychology for AP Course. 3rd edition. 2018. New York: Worth. Available in the Community Materials Storefront	\$25.75 per e-text code	Required
AP Psychology v25		Myers' Psychology for AP Course 4th Edition	Customers can request a quote by emailing their BFW representative. For more information and to find your BFW representative, visit this link & select Find Your Rep: https://www.bfwpub.com/high-school/us/product/Myers-Psychology-for-the-AP-Course/p/131928	\$55.00 per e-text code/student	Required
AP U.S. Government and Politics v18	W.W. Norton and Company	We the People eBook	Available in the Community Materials Storefront	\$33.99 per code	Required
AP U.S. History v16		Give Me Liberty: An American History 6th Edition	Available in the Community Materials Storefront	\$41.20 per book per year	Required
AP United States Government and Politics v24		We the People: An Introduction to American Politics, 14th	Available in the Community Materials Storefront	\$33.99 per e-text code/student	Required

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Exhibit: External Course Materials

Course Name	Vendor	Material Name	Purchase Information	Pricing Information	Required or Optional
AP United States History v24	W.W. Norton	Essentials Edition Give Me Liberty: An American History Brief 7th High School Edition	Available in the Community Materials Storefront	\$41.20 per e-text code/student	Required
AP World History v24		Ways of the World for the AP World History Modern Course	Customers can request a quote by emailing their BFW representative. For more information and to find your BFW representative, visit this link & select Find Your Rep: https://www.bfwpub.com/high-school/us/product/Ways-of-the-World-for-the-AP-World-History-	\$55 per e-text code/student	Required
Calculus Honors v14	Study Forge	Study Forge	Available in the Community Materials Storefront	\$20.60 per student enrollment for a one-year license.	Required
Computer and Network Security Fundamentals v20	Infosec Learning	Infosec Learning	Information is available in the Community Storefront to purchase directly from the publisher.	\$56.00 per student/per course (both segments)	Required
Liberal Arts Mathematics II v17	Study Forge	Study Forge	Available in the Community Materials Storefront	\$20.60 per student enrollment for a one-year license.	Required
Middle School Louisiana History v18	Gibbs Smith Education	Louisiana Through Time/The Louisiana Experience	Customers can order materials directly from Gibbs Smith via: Email: textbooks@gibbs-smith.com	16.99 per student for 1 year. Teacher licenses are	Required

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Exhibit: External Course Materials

Course Name	Vendor	Material Name	Purchase Information	Pricing Information	Required or Optional
		(2017) Student Edition	Call: 1-800-748-5439 x 175 Fax: 1-800-212-3023 Mail: Gibbs Smith Education Dept. 433 PO Box 30015 Salt Lake City, UT 84130	free with the purchase of 25 or more licenses. For quantities below 25, the teacher license is \$149.99 per teacher.	

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Coversheet

Ratification of 1st Day School Supplies Boxes

Section: X. Education/Student Services
Item: B. Ratification of 1st Day School Supplies Boxes
Purpose: Vote
Submitted by:
Related Material: 1st Day School Supplies Invoice.pdf

BACKGROUND:

1st Day School Supplies is a company that packages curriculum and school supplies into a single box and ships it directly to the family. They worked with the K-8 Virtual Pathway teachers to curate personalized classroom boxes. 1st Day School Supplies boxes will streamline the ordering process and ensure all materials are received by students with no delay in learning. This impacts the Virtual Pathway teachers and Virtual Pathway students in grades K-8.



1st Day School Supplies, LLC
2659 Center Road, Hinckley, OH 44233, UNITED STATES
cmeadows@1stDaySchoolSupplies.com

Invoice No#: 4969

Invoice Date: Jun 16, 2025

Due Date: Jun 16, 2025

\$29,605.06 US

D

AMOUNT DUE

BILL TO
Excel Academy Charter School - 92618
Jenn Sheehey
jsheehey@excelacademy.education

#	ITEMS & DESCRIPTION	QTY/HRS	PRICE	AMOUNT(\$)
1	*KINDERGARTEN	7	\$206.99	\$1,448.93
2	1ST Grade	13	\$194.99	\$2,534.87
3	2ND Grade	6	\$141.99	\$851.94
4	3RD Grade	24	\$175.99	\$4,223.76
5	4TH Grade	21	\$118.99	\$2,498.79
6	5TH Grade	32	\$181.99	\$5,823.68
7	6TH Grade	25	\$105.99	\$2,649.75
8	7TH Grade	34	\$146.99	\$4,997.66
9	8TH Grade	32	\$142.99	\$4,575.68
Subtotal				\$29,605.06
TOTAL				\$29,605.06 USD

NOTES TO CUSTOMER

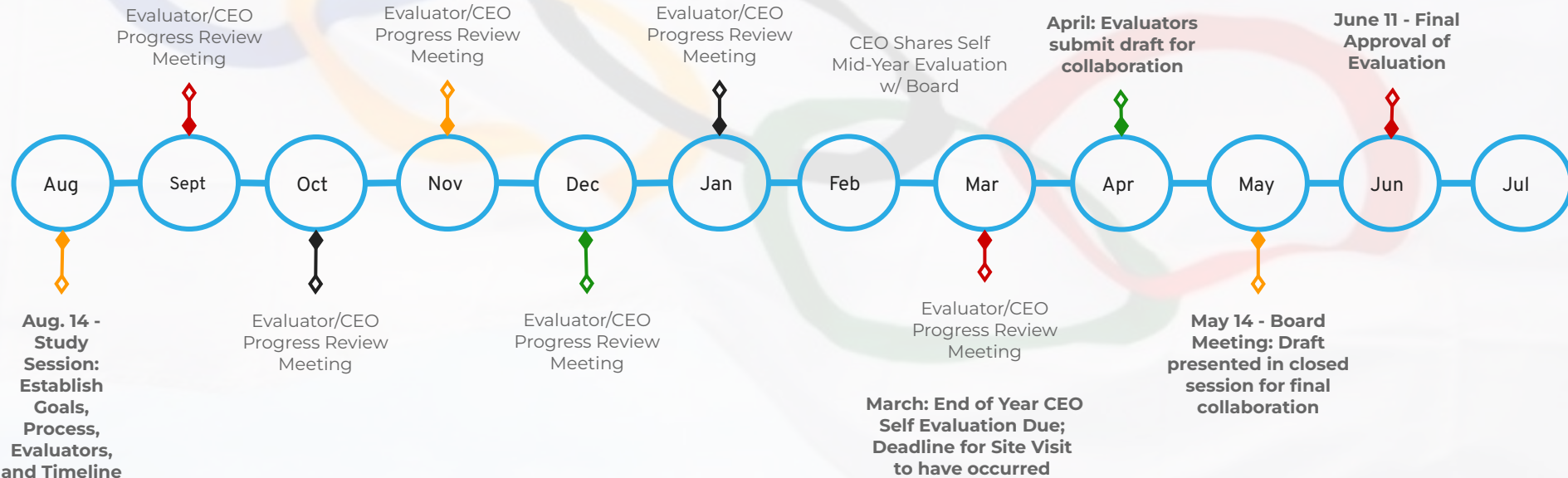
Thank you so much for your business! As a family-owned company, we are grateful!

Coversheet

Annual Superintendent/CEO Evaluation Timeline and Plan

Section:	XI. Personnel Services
Item:	A. Annual Superintendent/CEO Evaluation Timeline and Plan
Purpose:	Vote
Submitted by:	
Related Material:	Superintendent_CEO Timeline & Plan - 25_26.pdf

PROPOSED PROCESS & EVALUATION TIMELINE



EVALUATOR SELECTION



Two-Person
Committee



12 month stipend
\$450/month

Coversheet

Annual Board of Directors' Self-Evaluation

Section:	XII. Oral Presentations
Item:	A. Annual Board of Directors' Self-Evaluation
Purpose:	Discuss
Submitted by:	
Related Material:	Board Self-Evaluation Results (24_25).pdf



1. A Solid Foundation

100%

Yes

Does the school have a well-drafted charter contract with its authorizing agencies?

100%

Yes

Does the school have well-drafted articles and bylaws?

100%

Yes

Is the school's legal and financial status clear and well understood?

100%

Yes

Are appropriate liability insurance and risk management practices maintained at all times?

100%

Yes

Does your board schedule Study Sessions for deeper strategy sessions/strategic discussions throughout the year?

100%

Yes

Does your Superintendent have a clear strategic vision for the organization?

100%

Yes

Does the board have a clear set of goals for the year that clearly delineate how it will add value to the organization?

2. Board Operations/Relations

100%

Yes

Do Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest)?

60%

Yes

Are new board members oriented and fully briefed prior to being seated?

Study sessions would be a great place to discuss future Board Selection Process

100%

Yes

Is the Board composed of individuals with a broad and appropriate range of expertise and experience? Does the Board seek outside counsel for matters beyond its expertise?

80%

Yes

Does the Board member selection process ensure a broad and appropriate range of expertise and experience?

40%

Yes

Does the Board actively participate in the creation of the long-term board recruitment plan?

100%

Yes

Does the board have an effective and consistent process to measure progress toward achieving annual board goals?

100%

Yes

Annually, does the board create a board meeting calendar outlining all the board meetings and other important board related dates for the entire year?

100%

Yes

Do the board president and the Superintendent work collaboratively to create the board meeting agenda?

2. Board Operations/Relations

100%
Yes

Does the board use a consistent agenda format that delineates topic, duration, associated meeting materials, and the action that will be required?

100%
Yes

Are the board meeting materials sent out by your Superintendent very clear, well-organized, and easy to understand?

100%
Yes

Are board meetings run efficiently?

100%
Yes

Has the Board president has developed meeting norms?

100%
Yes

Are meeting materials (minutes from the previous meeting, reports, financial statements, etc.) consistently distributed at least three days in advance of the meeting?

100%
Yes

Do you feel like you have a thorough understanding of the Brown Act?

100%
Yes

Do you always read the board meeting materials in advance of the meeting?

100%
Yes

Does the secretary (Lauren) consistently take board meeting minutes?

3. Relationship with CEO

100%

Yes

Is there a clear and consistent process for evaluating the Superintendent on an annual basis?

100%

Yes

Does the Superintendent have an up-to-date job description?

100%

Yes

Does the board have a clear and consistent process for providing coaching, feedback, and support to the Superintendent?

100%

Yes

Is there a clear understanding between the board and the Superintendent about what the organization is doing towards reaching its defined vision of excellence?

100%

Yes

Does your Superintendent communicate clearly and effectively with the board?

80%

Yes

Has the Board established a plan for succession in the event the Superintendent leaves/retires?

4. Personnel & Staffing

80%

Yes

Does your Superintendent and the board have an agreed upon short-term/ emergency succession plan for their position?

Continue to keep current with the process in the event if needed.

100%

Yes

Has your Superintendent and the board discussed a long-term succession management plan?

100%

Yes

Are clear job descriptions and staffing plans in place?

5. Budget & Finance

100%

Yes

Does the Board adopt an annual budget that maximizes the school's resources in support of mission/vision?

100%

Yes

Does the Board monitor the budget throughout the year via monthly updates, first interim budget and second interim budget?

100%

Yes

Does the Board contract with an independent auditor each year, reviews the audit report, and takes any needed follow-up action?

100%

Yes

Has the Board adopted a three year financial plan in coordination with the school's overall three year plan (WASC, LCAP)?

100%

Yes

Has the Board adopted a comprehensive set of fiscal management and control policies?

6. Instruction, Curriculum, and Assessment

100%
Yes

Has the Board adopted/approved LCAP goals/standards?

100%
Yes

Does the School report on student achievement to Authorizing agencies on a regular basis as part of the ongoing oversight and renewal process?

Comments

STRENGTHS

- ❖ The Board and the schools leadership team have a great working relationship
- ❖ Great commonality of purpose - strong communication and enjoyment of our meetings.
- ❖ Superintendent's goals are developed collaboratively with the Board, and with input from the Leadership Team. In turn, these goals are incorporated among the entire leadership team and staff. Lastly, the adopted goals are specifically addressed in the monthly Board updates and reports from each department.
- ❖ The Board members collectively share the same high expectations, values, and beliefs of an effective school. Board members respect each other's opinions and comments. Board members work collaboratively with the Superintendent. The Board is accountability driven ensuring students are successful.
- ❖ Heidi is an outstanding superintendent! She is hardworking and dedicated in all areas of school administration. She always creates a positive tone and is consistent in her approach in supporting her staff. Heidi is to be commended for her superior leadership skills, passion, as well as her vision and strong ability to problem solve and reach successful goals. Her focus is for the overall wellbeing for her staff and for all the families and students Excel serves.

AREAS OF GROWTH

- ❖ Work on getting all board member proficient in computer skills so not to delay meeting or violating the Brown Act by responding to "All"
- ❖ I believe it would be helpful to periodically review the succession plan in case the Superintendent needs to take a leave of absence.
- ❖ To continue working collaboratively with leadership team in pursuing school-wide goals.

Coversheet

Annual Superintendent/CEO Goals

Section:	XII. Oral Presentations
Item:	B. Annual Superintendent/CEO Goals
Purpose:	Discuss
Submitted by:	
Related Material:	Superintendent_CEO Goals & Progress - 25_26 (1).pdf



**GO FOR
GOLD**

SUPERINTENDENT/CEO
GOALS & PROGRESS

2025—2026

03 CPSEL STANDARDS

04 SUPERINTENDENT'S ROLE

5-14 SUPERINTENDENT'S GOALS

15 BOARD GOALS

16 EVALUATION TEMPLATE

TABLE OF CONTENTS

CPSEL STANDARDS

STANDARD 1

Development and
Implementation of a
Shared Vision

STANDARD 2

Instructional
Leadership

STANDARD 3

Management and
Learning
Environment

STANDARD 4

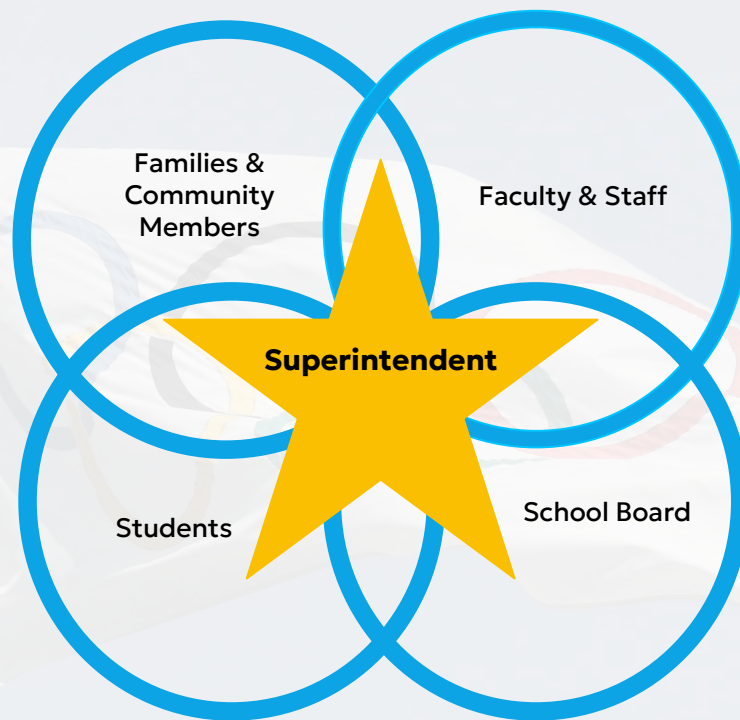
Family and
Community
Engagement

STANDARD 5

Ethics and Integrity

STANDARD 6

External Context and
Policy



Priority/GOAL 1:

Professional Development

I will take an active role in analyzing professional development priorities and making recommendations for each department as well as the goals and objectives of the All Staff meetings. I will ensure the professional development goals of the department Directors and leads align with the school goals and local indicators as outlined in the LCAP incorporating AI and being conscientious of 21st century skills, access and use of technology. I commit to being intentional about the overall outcomes of professional development through analyzing staff satisfaction surveys and how PD content affects student achievement.



CPSEL Standard 2

STAFF PD - AI Augmentation for Educators

Staff Use of AI - Survey

Hello staff!

Please take a quick moment to complete this survey--the data will be used for a presentation at the All Staff PD in August.

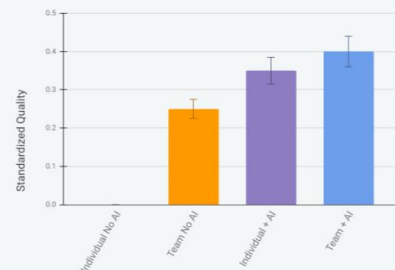
Please complete no later than August 13

* Indicates required question

How much experience do you have with AI? *

- ☐ I know what it is but I never use it
- ☐ I use it occasionally
- ☐ I use it almost daily in the workplace
- ☐ A and I are two letters in the alphabet and that's as far as I go

Average Solution Quality



Source: The Cybernetic Teammate: A Field Experiment on Generative AI Reshaping Teamwork and Expertise

An AI-enhanced employee performs better than employees without AI

Torchbearers of Innovation:

Lighting the Way with AI in Your Role

The AI Augmentation Spectrum

Perception

AI helps detect patterns in student data that might go unnoticed, such as identifying students who may be struggling before they fall behind.

Situational Awareness

Gain broader insights into classroom dynamics, student progress, and educational trends.

Prevention

Proactively address potential issues before they become problems through early warning systems.

Notification

Receive alerts about important deadlines, student behavior changes, or necessary interventions without constant monitoring.

Suggestion

Get personalized recommendations for learning resources, differentiation strategies, and lesson plan enhancements.

Automation

Delegate routine tasks like grading multiple-choice assessments, formatting documents, and organizing resources.

Prediction

Anticipate student needs and outcomes based on historical data and current performance trends.

Offering engaging, timely, and relevant weekly mini professional development sessions for staff throughout the year. Topics include:

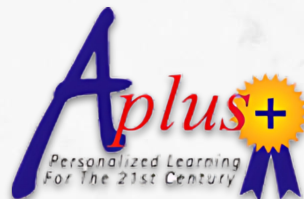
- **Curriculum by style**
- **Tier 1 Interventions**
- **Teacher Tech & Organization**
- **G-Suite Tips & Tricks**
- **Time Management**



Professional Development Associations



California
Charter Schools
Association



Priority/GOAL 2:

Quality Programs

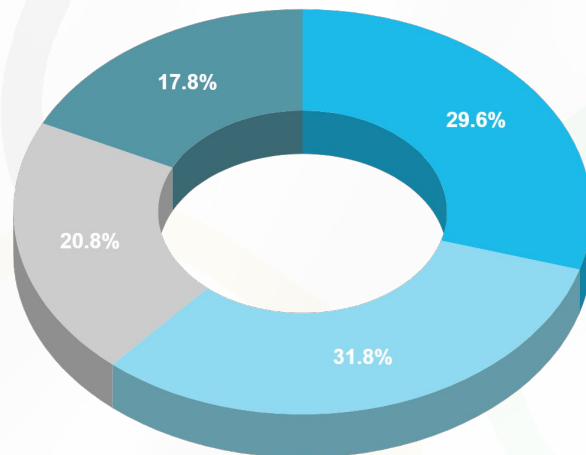
I will work to maintain an effective balance of my time and resources spent between understanding and advocating for charter education policy while being proactive and compliant with daily operations and programming as the Superintendent of Excel Academy Charter School. I will facilitate and initiate effective and positive relationships with all educational stakeholders specifically our authorizing district and the new Helendale Superintendent all while keeping a pulse on school culture and data driven metrics for student achievement.



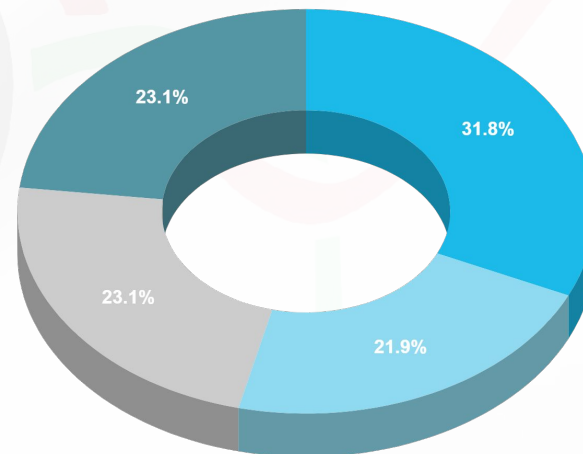
CPSEL Standard 6

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

CAASPP Results 2025



ELA Results



Math Results

2023/24 to 2024/25

61% of student met or exceeded ELA standards =
3% increase from 23/24
54% of students met or exceeded math standards =
4% increase from 23/24

Board & Authorizer Relations



Priority/GOAL 3:

Sustainable Growth

I will work closely with the Director of Business Services to spend down all remaining one time funds with 2025-26 deadlines and ensure proper allocation of block grants and categorical funds while maintaining a reserve in preparation for deferrals in June 2026. I will act proactively to analyze and prepare for the fiscal and audit requirements of pending legislation per AB84 and SB414.



CPSEL Standard 3

CHARTER SCHOOL ADVOCACY IN ACTION

AB 84 UPDATE

July 10, 2025

Dear Excel Academy Community,

While we're enjoying a well-earned summer break, lawmakers in Sacramento are still at work – and they're pushing forward a bill that could seriously impact our schools.

Assembly Bill 84 claims to fight fraud, but what it really does is bury schools in red tape and unfunded mandates. If passed, it could mean **more money for paperwork and bureaucracy – and less on teachers, classrooms, and kids.**

We all support transparency and accountability in public education – but not too far.


The good news? It's not too late to make a difference. **AB 84** will be heard by the **California State Senate Education Committee in Sacramento on July 15th**, and then heads to the full Senate for a final vote.

Please take two minutes right now to learn more from our partner, the Schools Development Center.

<https://chartercenter.quorum.us/campaign/115259/>

Thank you for your continued leadership and commitment to a more transparent, centered, flexible public school options in California. With appreciation,

Sincerely,
The Excel Academy Administration




DIANE DIXON


72ND ASSEMBLY DISTRICT

SAVE OUR SCHOOLS TOWN HALL


- ➔ Hear from Assemblymember Dixon and Heidi Gasca on pending legislation
- ➔ Learn what you can do to support your schools and stop AB 84
- ➔ Bring your friends & stop this bill! Students welcome



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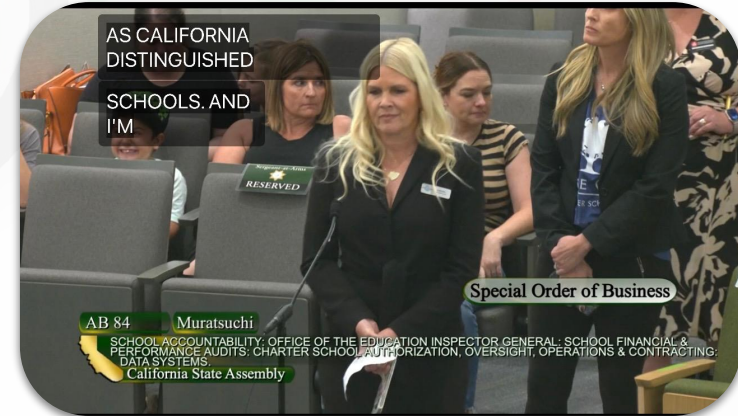


Superintendent and CEO of Excel Academy Charter School
Heidi is a respected voice in the charter school community. She serves on the APlus+ Advisory Council and is a member of ACSA Region 18. In addition, she actively contributes to charter school development and advocacy through CSDC and CCSA.



Friday, July 18
3 PM - 4:30 PM

Laguna Hills Community Center
25555 Alicia Pkwy,
Laguna Hills



GROWTH AT EXCEL

01

2056 STUDENTS

20% growth from August 2024
to August 2025

663 NEW
1424 Returning

69% retention rate

02

140 STAFF MEMBERS

12% increase from 2024-2025

*Hiring need derived from large
increase in student enrolment*

- 17 NEW
- 123 Returning

88% retention rate

03

CATEGORICAL FUNDS

**Educator Effectiveness Block Grant
(EEBG)** - \$164,182 Remaining
(ending June 2026)

**Expanded Learning Opportunities
(ELO) Grant** - Fully expended as of June
2025. New funding allocated in the
2025/26 budget

Arts & Music Block Grant - \$401,039
remaining
(ending June 2026)

Learning Recovery Grant - \$492,042
(ending June 2028)

BOARD GOALS

From 24/25 Board Eval:

Technology Proficiency

Ensure all board members are proficient in using computer skills to prevent meeting delays and avoid potential violations of the Brown Act when communicating with the entire board.

Succession Planning

Periodically review and update the superintendent succession plan to ensure a smooth transition of leadership in case of a leave of absence.

Collaborative Leadership

Continue to work collaboratively with the leadership team to achieve school-wide goals.

2025/26 Excel Academy Charter Schools *Superintendent Evaluation Template*

→ [Click Here](#) ←